DOCUMENT RESUME

ED 210 455 CE 030 627

AUTHOR	Selman, Mary; And Others
TITLE	English as a Second Language for Adults: A Curriculum Guide.
INSTITUTION	British Columbia Dept. of Education, Victoria.
PUB DATE	81
NOTE	1,116p.
AVAILABLE FROM	Publication Services Branch, Ministry of Education, 878 Viewfield Rd., Victoria, British Columbia, Canada V9A 4V1 ($10.00).
EDRS PRICE	MF08/PC45 Plus Postage.
DESCRIPTORS	*Adult Education; Behavioral Objectives; *Communicative Competence (Languages); Curriculum Guides; Dialogs (Language); *English (Second Language); Foreign Countries; Immigrants; Learning Activities; Lesson Plans; Non English Speaking; *Second Language Instruction; Student Evaluation; Units of Study
IDENTIFIERS	Canada

ABSTRACT

To help improve English as a Second Language (ESL) programs for adult learners, this curriculum guide provides informative materials for the teacher and 30 sections of lessons suitable for adaptation by the teacher. Teacher information includes materials on language teaching and learning, use of the guide, needs assessment, adapting lesson plans, getting started with beginners, special problems in ESL classes, assessment for placement, resources, and an excerpt on language functions. Each of the 30 sections is developed around a language function (asking, clarifying and correcting, identifying, reporting). In each section six units outline realistic situations in which the functions operate and which relate to each of the six different adult roles for which the learners need English (consumer, citizen, community member, worker, learner, family member). Each section contains a unit outline for one adult role, sample lesson for the unit (objectives, skills, process, and devices), five unit outlines (one for each of the other roles), and a summary of the situation with the accompanying language and cultural components. Representative unit titles are "It Was a 20" Colour T.V.," "I Had an Operation for Appendicitis in 1972," "So, Never on an Empty Stomach," and "Whose Crew Were You On?". (YLB)

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ENGLISH AS A SECOND LANGUAGE FOR ADULTS:
A CURRICULUM GUIDE

MINISTRY OF EDUCATION

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ACKNOWLEDGEMENTS

The Ministry of Education would like to express its appreciation to all those who contributed to the development of English as a Second Language for Adults: A Curriculum Guide.

PROJECT STAFF

Mary Selman	Project Director (ESL Consultant - Division of Continuing Education, Ministry of Education)
Judith Mastai	Coordinator of Writers (Continuing Studies, Simon Fraser University)

CURRICULUM WRITERS

Jan Laylin	Douglas College
Donna McGee	Vancouver Community College, King Edward Campus
Susan Massey	Fraser Valley College
Christina Pikios	Douglas College
David Smith	Vancouver Community College, King Edward Campus

MEMBERS OF THE PROVINCIAL ENGLISH AS A SECOND LANGUAGE CURRICULUM ADVISORY COMMITTEE

Mary Ashworth	University of British Columbia
Reena Baker	Vancouver School Board
Barbara Bowers	Vancouver Community College, King Edward Campus
Norman Dooley	Northwest Community College
Ron Faris	Ministry of Education

Sheldon Harvey	Ministry of Education
Jean Lubin	Sechelt School District
Judith Mastai	Simon Fraser University
Bernie Mohan	University of British Columbia
Christel Nierobisch	Northwest Community College
Nick Rubidge	Ministry of Education
Mary Selman	Ministry of Education
Carol Ann Soong	Secretary of State
Beryl Tonkin	Camosun College
Sandra Venables	Vancouver Community College, Langara Campus
Tom Whalley	Douglas College

The Ministry of Education would also like to express its appreciation to Douglas College for assisting in the administration of this project and to all those who shared their response to it in the field-testing process.

The work of the Council of Europe proved invaluable in the conception and preparation of this guide. The Ministry is indebted to the Council and to Longman Publishers for permission to include material from The Threshold Level for Modern Language Learning in Schools, by J.A. Van Ek.

GLOSSARY

ADAPTATION OF LESSON PLANS - to adjust the tasks in a lesson for learners who have higher or lower levels of competence in the language.

CONTACT - students learn by practising English either in the classroom or in the community by using a real life situation with a native speaker.

CULTURAL NOTES - reminders to the instructor about attitudes, values and behaviour that are commonly found in Canadian society.

DEVICES - equipment and materials you need to carry out lessons.

ELICIT - to draw known information from learners.

EVALUATION - to determine whether the learner can perform the skill indicated in the specific objectives in the lesson plan.

EXPONENTS - language forms that express function. e.g. seeking permission is expressed in the form "May I ______?" as in "May I bring a translator?"

FORMULAE - standard expressions. e.g. "How are you?"

GROUPING - planning to have students work together in pairs or groups of different sizes, and in planned combinations. Groups may be homogeneous or mixed, depending on the task.

GUIDED LISTENING - students have clues such as picture(s), questions to be answered or explanation of context, which help them comprehend a dialogue or story.

INDEPENDENT WORK - instructor sets up activities or tasks that students can work on independently, without using the instructor as a resource. The instructor introduces students to resources they can use themselves such as a library, a file of exercises designed to solve particular problems, A.V. equipment, and practise with peers (e.g. spelling).

LANGUAGE FORMS - the grammatical structures or precise words used to express function (e.g. inviting - "Would you like to ...", or "How about ...ing?"). Also referred to as exponents.

LANGUAGE FUNCTION - a concept which defines what you do with language (e.g. disagree, apologize). There may be several different ways or forms used to express a language function. Apologize: "Excuse me.", "I'm sorry."

LANGUAGE MASTER - equipment which the student utilizes for independent and intensive speaking and listening practice.

LISTENING COMPREHENSION - to understand what is heard. The average person devotes 45% of his communication time to listening.

NEEDS ASSESSMENT - to determine the various situations students need language for, their aspirations, and the language problems they need to work on.

NP - noun phrase (e.g. That man knocked on the door).

OBJECTIVE - what they can do at the end of the lesson; what knowledge and skills they will be able to demonstrate.

PRODUCTIVE - language items that learners need to understand and express. Contrast with receptive.

PRE-LITERATE LEARNER - one who cannot read or write in English, and may not be able to do so in native language either.

PROCESS - steps taken to develop and practise language skills in a lesson.

RECEPTIVE - learners only need to be able to understand.

READING SKILLS - students' ability to derive meaning from the printed page by means of prediction, contextual clues, and word attack. It may be used to reinforce oral work or be developed for practical use. The average person spends 16% of his communication time on reading.

REVIEW - students work on material used before, or on the same language function in a different role and situation.

ROLES - different aspects of peoples' lives. Roles in this curriculum are consumer, citizen, community member, worker, learner and family member.

ROLE PLAY - planned activity in which learners act out the parts of people in a situation. A role play simulates the real world and provides a chance to practise before dealing with a similar situation in the community. See sample lesson in Section 25 for detailed guidelines.

SELECTION OF UNITS - units will be chosen on the basis of the known needs and interests of the student.

SITUATIONS - real human encounters that require two or more people to speak and understand one another.

SOCIAL REGISTER - indicates the level of formality or informality that suits different social situations. Beginners will learn the neutral register first; then work on more marked forms.

SPEAKING SKILLS - ability to communicate orally. The average person spends

30% of his communication time speaking.

TEACHING VOCABULARY - students learn the words and expressions which deal with the specific situation in the lesson. Vocabulary should be learned in context.

V inf - verb infinitive without "to". (e.g. He helped me do it.)

V to - verb and infinitive with "to". (e.g. He wanted to go.)

V ing - verb and verbal form "ing". (e.g. He likes swimming.)

V ed - verb and past participle. (e.g. given the circumstances)

VP - verb phrase i.e. a verb or verbal group with objects, if any. (e.g. That man knocked on the door. verb phrase: knocked on the door)

WH QUESTIONS - begin with question words such as who, what, where, when and how. They have a rising/falling intonation. (e.g. When are you going?) Contrast with yes/no questions.

WRITING SKILLS - may refer to ability to form letters. (i.e. handwriting) It may also refer to simple writing tasks like filling in forms and writing notes, to composing letters, paragraphs or essays.

YES/NO QUESTIONS - can be answered by yes or no. They may begin with a form of do or is. A common variation in speech is to use a sentence or phrase with the same rising intonation as is used in questions beginning with is or do. (e.g. Are you leaving now? You're leaving now?)

INTRODUCTION

Educators in British Columbia have asked for guidelines for teaching English as a second language to adults. This curriculum guide has been prepared in response to those requests. Portions of the guide were field-tested in various regions of the province, and reactions from practitioners were taken into account during its preparation.

The flow of immigrants to our province continues. The need for a population that is capable in English language skills underlines the need for ESL programs that are as effective as possible.

This guide provides instructors with a range of alternatives. They can select from them according to student interests and needs. The guide may also assist instructors to develop their programs. It includes unit outlines and lesson models which can be used as they are, or modified to suit individual classroom needs. Suggestions as to how to make these modifications have been included.

The guide does not have an accompanying set of audio-visual aids. By developing these aids at the local level, instructors can better provide for their students' needs.

The content of the guide has been developed from a selection of language functions identified in the research and analysis of the Council of Europe.[1] Educators can add to this guide by further using the body of work.

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[1] VAN EK, J.A., The Threshold Level for Modern Language Learning in Schools, The Netherlands, Longman Publishers, 1977.

Each section contains optional units related to six adult roles. Focussing on these roles served two main purposes. First, it assisted the writers to select a range of adult situations that require the participant to speak in English. Secondly, it clarified the relationship between language learning and student goals.

For example, ESL programs are now being integrated with other training and education. Students may want to enter adult basic education courses, take vocational training or pursue academic studies. Selecting parts of the curriculum that relate to the student's aspirations will assist ESL learners in reaching their goals. The charts on p. 19 f.f. will be helpful to instructors in making those selections.

What learners want to do with the English language is of primary importance in this guide. They need to communicate their needs, desires, questions, feelings and opinions. These needs can be expressed as functions such as ASKING, EXPRESSING LIKES AND DISLIKES, APOLOGIZING, and INVITING.

Functions may be expressed in many grammatical forms. The ones included in this guide should prove useful to the learner, since they are transferrable from one situation to another. Each section contains a choice of six situations. These provide opportunity for practice with the same function and grammar.

Language that has been contrived to make a particular grammar point, has been avoided as much as possible. Practice of natural language is encouraged. To this end authentic spoken and written language is introduced as teaching material. The sample lessons suggest the use of phrases and contractions in speech instead of complete sentences.

Since the approach adopted in this guide breaks new ground in a number of areas, and since curriculum development is an evolutionary process, revisions to this guide are anticipated. These changes will be based upon the experiences of instructors throughout the province as they use the guide. The Ministry of Education would appreciate receiving your advice on how to improve and develop this material. It is hoped that this guide will strengthen adult English second language programs in British Columbia.

PURPOSE OF THE GUIDE

The purpose of the guide is to help improve ESL programs for adult learners.

An ESL program for adults should enable them to:

1. participate in the planning of their ESL course of study;
2. develop learning skills and independent methods of language learning;
3. develop confidence in handling transactions of all kinds and in using community resources;
4. learn the language skills needed to assist them in reaching their goals;
5. compare attitudes and values in Canada with those of their own cultural group; and
6. qualify themselves for citizenship.

An ESL program in a community should:

1. familiarize the established population with the needs and cultural values of newcomers in the community;
2. create opportunities to identify community needs for communicating with second language learners; (e.g. define communication problems that arise through consultation with representatives of the community)
3. create opportunities for interaction between newcomers and members of the community; (e.g. through multi-cultural activities; contact assignments) and
4. use existing community resources and encourage other professionals to support ESL programs. (e.g. through involving representatives of public services in ESL programs)

HISTORY OF LANGUAGE TEACHING

"The history of trends in language teaching is essentially a series of reactions, overreactions and counterreactions."[1] In a more moderate view, Alexander sees the history of language teaching in terms of slight shifts in emphasis, as each new development co-exists or is adapted to what preceded it.[2]

Most of us are all too familiar with the grammar-translation method used in the early 20th century. This method restricted the use of the foreign language, as a rule, to the translation of written material. Later, increased immigration and travel led to the popularity of the direct method, which emphasized spoken language. This method assumed that adults learn languages in the same way as children and so forced the use of the foreign language only. It also abandoned any discussion of the structure of the language. As a result, artificial linguistic islands were created in the midst of a school setting.

World War II created a need for military personnel to learn to communicate in languages such as Chinese, Japanese and Philippino. A method called "mimicry-memorization" incorporated mimicry of a native-speaker's basic sentences and memorization of dialogues which were designed to reflect real life situations. It largely ignored reading and writing. This approach evolved in the fifties as the audio-lingual approach, which is still used in language-learning programs. Based on behaviourist theories, it emphasizes language as a set of habits acquired primarily through imitation and repetition which are set into motion by some external stimulus. Pattern practice is used to teach syntax. Studies of native language and the foreign language provide information which determines the kinds of materials used. Reading and writing receive little emphasis.

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[1] FALK, Julia S., Linguistics and Language, Toronto, Xerox Publishing, 1973, p. 252.

[2] ALEXANDER, L.G., "Where do we go from here?", English Language Teaching Journal, Volume XXX, No. 2, 1976.

In the late sixties, socio-linguistic theories came to language teaching in the U.S. Language educators began to study the appropriateness of language as used in specific situations. Thus, curriculum development started to focus on communicative needs determined by a situation (e.g. "at the supermarket"). This was an important stage in the development of language teaching approach for two reasons: (1) the major focus of learning related to communication needs (i.e. classroom activities became more student-centred) and (2) the role of structure in curriculum development became an issue.

With the onset of these two aspects in language teaching came the problem of language sequence versus content sequence. Educators debated about whether to choose the situation or the structure first. It was very difficult to integrate situation and structure so that learning had some order.

This guide has been based on a more "student-centred" approach which has recently evolved. The communication needs of learners are identified first, and so form the basis of the objectives. Structure is important in its relationship to the language function - i.e. structures are identified and fitted to function. Thus, there are two learning components: function - what people need to be able to do with language, and structure (or form) - the language which is needed to express it. This approach looks at the integrated nature of learning, incorporating all of the language skills which meet a communication need.

LANGUAGE LEARNING AND THE LEARNER

The Adult Learner

Specific principles of adult learning need to be taken into account when working with students in adult programs.

1. Adults have maturity and experience in life. They come to learning situations with a defined self image and a sense of who they are and what they want. They may also have extensive knowledge in particular areas.

   IMPLICATION: Knowledge of student background, interests, goals and language capability is essential in order to select appropriate learning tasks and activities.

2. Adults are goal-oriented and want to apply learning promptly.

   IMPLICATION: Language learned should be usable in the community or should assist students in achieving their goals, such as taking vocational or academic courses or getting jobs.

3. Adults undergo physical changes in vision, hearing, reaction time and temperature control.

   IMPLICATION: Classroom environment and procedures need to be adjusted to individual rates of learning and to physical characteristics.

4. Adults often prefer not to be evaluated and dislike being scolded or advised.

   IMPLICATION: Lack of language should not be confused with lack of intelligence or maturity.

5. Adults' attitudes to themselves as learners may be coloured by their previous experience in education and may cause them to view education as something for children only.

IMPLICATION: Instructors who are learners themselves can be role models for their students.

6. Adults prefer to be self-directing.

   IMPLICATION: Involve students in curriculum development, and selection of learning tasks and activities.

7. Adults develop different learning styles. They may learn best through visual or auditory activities or through physical involvement.

   IMPLICATION: Provide students with choices of activities through which to learn.

8. Adults' primary role in society is that of worker, not learner.

   IMPLICATION: Students may drop out of classes once they find a full-time job.

   IMPLICATION: Students may need to concentrate on language related to finding a job or to the English their work will require.

   IMPLICATION: Students should not be expected to do homework.

The Non-English Speaker

Adults who need to learn English may be immigrants or citizens. They may be from other countries or born in Canada. Those who are immigrants may be newly arrived or may have lived in Canada for many years. Those born in this country may speak in Indian or Eskimo language, French or a dialect of English.

ESL students come from a wide range of educational backgrounds. There are those who:

1. have no written language;
2. are literate in their first language but are unfamiliar with the Roman

alphabet we use;

3. have a low level of literacy in English;
4. have completed twelve years of schooling in their native land or may be highly educated professionals;
5. have reached considerable fluency but have not developed corresponding skills in reading and writing;[1]
6. speak a dialect of English or have underdeveloped language skills.

Often they have acquired their English through a wide range of experiences. ESL students' needs can be met by obtaining information about their interests and goals and by selecting roles that are appropriate to them in the units provided.

Since ESL students come from different cultural backgrounds, they will inevitably compare Canadian values and expectations with their own. Cultural notes have been included to provide assistance for the instructor.

In addition to the experience of moving to an unfamiliar country and cultural environment, some ESL students come from a rural area and have to adjust to urban living or vice versa. These factors need to be considered when selecting items for them to learn.

Immigrants come to Canada for a variety of reasons. These reasons affect their motivation and attitudes to learning. They may feel negative or ambivalent about acquiring another language and culture. Some experience a loss of identity when they begin to learn a second language. They may feel they are giving up part of themselves rather than adding a new dimension to their lives.

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[1] Students in this group may at some point, be candidates for Adult Basic Education programs. See Adult Basic Literacy Curriculum and Resource Guide, Ministry of Education.

People educated in other countries have experienced different educational systems. For example, they may have learned by rote. In learning situations, they may have been rewarded for ways of behaving that are not acceptable in Canada. They might have expectations of the instructor in terms of behaviour and dress that are unrealistic here. What may be acceptable to Canadian students may be offensive to newcomers.

Priorities for the Adult Immigrant

On arrival, the immigrant's first priorities may be finding a job and a place to live, and settling his family. Language learning needs to be seen in the perspective of all these crucial demands on his time and energy. Because regular attendance at class may be difficult for those with family and work responsibilities, planning an ESL program should include provision for helping students who have to be absent.

HOW TO USE THE SECTIONS AND UNITS

Description of the Guide

Each section of this guide has been developed around a language function such as ASKING, CLARIFYING AND CORRECTING, IDENTIFYING or REPORTING. In each section, six units outline realistic situations in which the functions operate. These situations relate to each of six different adult roles for which the learners need English (consumer, citizen, community member, worker, learner and family member). From these, the instructors can select the roles and situations that meet their students' needs.

Each section contains the following items:

1. A unit outline for one adult role.
2. A sample lesson for the unit.
3. Five additional unit outlines - one for each of the other adult roles.
4. A summary of the situations with the language and cultural components that accompany them.

Adaptation and Expansion

Instructors who use this guide are encouraged to adapt the lessons to meet the needs and interests of their students and relate them to the students' environment.

Specific suggestions for adaptation are included within the sample lesson and in the section entitled "Adapting the Lesson Plans". (See page 28)

Instructors can use the sample lessons, additional unit objectives, and summaries of situations as guides. From these, they can develop additional lessons for review, enrichment, and a wider range of appeal to the students' interests (i.e. as worker, learner, citizen, community member, family member and consumer). All this can be accomplished while working on the same language function and grammatical structures.

Note that in the unit, which is accompanied by a sample lesson, some objectives are starred. The lesson deals with these. Those not starred should be used for first additional lesson development.

The language functions in this guide have been selected from those developed by the Council of Europe and which appear in Van Ek's book, The Threshold Level for Modern Language Learning in Schools. Experienced practitioners who wish to develop additional sections on other functions (not included in this guide) will find this book invaluable.

The Lesson Plan

Each section begins with a unit based on one of the six adult roles and a sample lesson.

Each sample lesson is presented in the following form.

OBJECTIVES	SKILLS	PROCESS	DEVICES

OBJECTIVES identify specific outcomes such as "Learners will identify the meanings of terms on a pay cheque stub". In addition, the objectives inform the learner about the behaviours they will master by participating in the lesson. When the instructor writes out the objectives, he can design a lesson that is specific, efficient and to the point.

SKILL refers to the four major skill areas to be developed - listening, speaking, reading and writing. More than one skill might be required in order to reach the objective, but only one is emphasized at a time.

PROCESS outlines the techniques employed to meet objectives during the sample lesson. Those using the guide will find information on grouping and adaptations for pre-literate or advanced students, learner and instructor behaviour, and sample exercises. The instructor can alter and modify these examples in order to meet specific classroom needs.

DEVICES lists the equipment that instructors will need to carry out the lesson such as tape recorders, worksheets, language master cards and real objects (e.g. payslips and grocery bills). At a glance, instructors can check the last column to see that they have everything they need.

A sample lesson may be broken down into a number of lessons depending on the nature and schedule of the class. The instructor determines how much of the lesson to use in each session on the basis of the learners' competence and rate of progress in English.

The Unit

The unit identifies a communicative situation for each of the six roles, and so provides six contexts for one function. For example:

Function: Offering to do Something

Units:
1) Consumer: A store clerk offers a reduction in price on a floor model.
2) Citizen: A person offers to go with someone else to get information about sponsoring a relative to come to Canada.
3) Community Member: A driver stops and offers to telephone a tow truck for someone whose car has broken down.

4) Worker: A worker offers to do some of the extra work given to a co-worker.

5) Learner: A learner offers to show another learner where the community library is.

6) Family Member: A landlord offers to pay for paint if the tenant will paint the house/ apartment himself.

Each unit has a different number of objectives and requires a varying number of lessons. When all the objectives have been met, learners should be able to cope with the communicative situation described. First, the learners need some knowledge of attitudes (e.g. know that you can discuss your child's progress with the teacher) and vocabulary. When students have this information from the start, they learn to communicate in the given situation.

The objectives which have been starred are covered in the sample lesson because they deal with the function being stressed in the section. If an instructor wishes to cover the whole unit (i.e. all the objectives) other information and functions can be taught.

By developing additional units (other than the one used for the sample lesson) based on students' interests, an instructor can provide additional practice with the function and the grammatical forms that give expression to it. This enhances the learning process by providing review, reinforcement and integration.

Summary of Situations

The summary of situations at the end of each section enables the instructor to determine the potential for development of additional units. They can also be used for review or for meeting the varied needs of the class. The summary includes the following components.

1. English Exponents

The exponents listed are recommended language forms taken from Van Ek's Threshold Level for Modern Language Learning in Schools. They are useful in many situations.

Some exponents are marked "receptive". The learners understand but do not express them. Studies indicate that 45% of our language skills are devoted to listening (excluding television viewing). Students must be prepared to understand a wide range of items because of the unpredictability of what others will say to them. Students learn to express those items marked "productive". You will notice that the items for production are fewer in number than those for reception. Separation of productive and receptive items helps to keep the learning load reasonable.

2. Cultural Notes

These notes contain a number of beliefs and values that Canadians assume with respect to particular situations. For example, if a learner disagrees with a mark given by an instructor, it is acceptable to question the instructor and, if necessary, appeal a final grade with a school committee. This course of action would not be acceptable in all other cultures. Students from other countries require an opportunity to understand the differences between their own culture and the new one in Canada.

3. Social Register

Social register refers to levels of formality and informality in language. Formal language is more correct and more carefully enunciated than informal language. For example, there is a difference in speech style when applying for a job and when meeting a friend on the street. Beginning learners start with neutral language that allows them to cope with the practicalities of daily living. More advanced students, however, need to learn language appropriate to different social situations. Their acceptance and success in Canadian society can be affected by their knowledge of suitable language for a specific situation.

4. Vocabulary

This listing suggests categories of vocabulary learners will need in order to gain language facility with each situation. For example, under the worker role in the Section IDENTIFYING, the machinery and parts identified will vary according to local industries in which the students work. Instructors may substitute or add to the list, depending on locality and the students' language needs.

5. Body Language

Students need to learn appropriate and inappropriate body language. It can affect their acceptance in the community. The use of video tape equipment can provide natural models of body language and can also give learners feedback on their own use of gestures. The listings in this category provide examples of body language to look for and develop in various situations.

Supplementary Materials

Information for the instructor (p. 47) suggests a variety of resources for professional development and student use. These suggested resources are consistent with the approach used throughout this guide. One of the sets of books listed, In Touch,[1] has been cross-referenced with the guide. It may be useful to the instructor as a supplement.

In Touch consists of:

Student's Books 1, 2 and 3.
Teacher's Manuals 1, 2 and 3.
Workbooks 1, 2 and 3.
Cassettes 1, 2 and 3.

The material in In Touch is presented in a cyclical and progressive fashion. For example, the function, ASKING, is dealt with in Books 1, 2 and 3. This arrangement enables students to work on the same function but at their own levels of knowledge and skill. Since it does not relate to the roles in this guide, it should be seen as material for reinforcement and integration rather than as the major focus of the class.

Instructors using supplementary material will have to adapt it to the learners in their class. By using these available references, the instructors' preparation duties can be reduced, thereby leaving more time for creative classroom management. This material also provides learners with access to additional information and frees them to work independently. Cross-references with In Touch are listed in each section under "Introduction to the Lesson", under "Notes for the Instructor", and at the end of the "Summary of Situations". See the section, Information for Instructors (page 66 of this guide) for additional materials that are consistent with the approach taken in this guide.

The following Charts for the Sections will help the instructor locate lessons that outline particular instructional techniques and that deal with topics of interest to learners.

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[1] Castro et al, In Touch, New York, Longman Inc., 1980.

X = This section provides a good example of this aspect of teaching or this topic.
** = This section has the most detailed model of this technique.

CHARTS FOR THE SECTIONS

	SECTIONS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1. FOR THE INSTRUCTOR a) GENERAL CONCERNS																														
Identifying Learners' Language Needs																						X								
Introducing Taped Dialogues																			**	X										
Using Language Masters													X				X													
For Beginning Level Students	X	X																								X				
Conversation Openers				X																										
Using Blanks as a Format										X																				
Grouping		X				X				X	X				X						X			X						
Using Real Objects as the Basis for a Lesson				X	X					X					X															
Problem Identification														X													X			
Practising Body Language																														X

X = This section provides a good example of this aspect of teaching or this topic.
** = This section has the most detailed model of this technique.

CHARTS (Cont'd)

	SECTIONS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Developing Reading Skills			X	X	X						X							X						X						
Developing Writing Skills																X						X		X						
b) METHODOLOGY																														
Teaching Vocabulary	**																	X							**					
Using Picture Stories														X			X													
Using Taped Dialogues and Exercises			X	X	X	X	X		X	X					X			X												
Guided Listening Activities																									**		X			
Advanced Listening Activities								X								X														
Stress and Intonation															X															
Matching Exercises				X								X		X													X	X		
Multiple Choice Exercises							X																					X		
Fill-in-the-blanks Exercises				X		X			X	**		X																		

X = This section provides a good example of this aspect of teaching or this topic.
** = This section has the most detailed model of this technique.

CHARTS (Cont'd)

	SECTIONS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
True-False Questions										X																				
Using Charts	X		X							X						X		X			X	X					X			
Controlled Role Play																										X				
Contact Assignments	X	X	X	X	X				X		X	X															X	X		
2. FOR THE LEARNER a) CONSUMER																														
Relationships with Salespeople						X	X														X					X		X		
Car Repairs												X																		
Insurance															X															
Returning Defective Merchandise														X																
Accidentally Damaging Merchandise																				X										
Restaurants																														X

X = This section provides a good example of this aspect of teaching or this topic.
** = This section has the most detailed model of this technique.

CHARTS (Cont'd)

	SECTIONS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
b) CITIZEN																														
Relationships with Police	X																											X		
Tax Assessment					X																									
Political Campaigns									X																				X	
Border Crossing																	X													
c) COMMUNITY MEMBER																														
Relationships with Neighbours						X							X								X		X			X			X	
Giving Directions																									X				X	
Social Engagements/ Invitations						X													X					X						
d) WORKER																														
Relationships with Fellow Workers						X															X					X		X	X	
Getting Credentials Evaluated																											X			

X = This section provides a good example of this aspect of teaching or this topic.
** = This section has the most detailed model of this technique.

CHARTS (Cont'd)

	SECTIONS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pay cheque Deductions				X																										
e) LEARNER																														
Classroom Relationships						X															X					X		X	X	
Using A-V Equipment										X																				
Expressing Language Needs																						X								
f) FAMILY MEMBER																														
Prescriptions			X																							X				
Providing Medical Information		X																												
Finding a Residence																X													X	
Landlord/Tenant Relationships								X																						
School Trips for Children											X																			
Children's Parties																								X						

FINDING STUDENTS' NEEDS

An immigrant's goals are a product of his life experience. He also holds a set of expectations about his adopted culture. His language needs, then, are goal-based and reflect his "merger" with the new culture.

Adaptation is a process through which the immigrant and the adopted culture adapt to each other. In the language learning situation, the adult learner and the instructor must share the task of deciding what goals should be met.

In ESL, we are well underway in establishing systems for identifying the adult learner's goals. By using our status as native speaker and our experience as ESL teachers, we are able to make some assumptions about our students' language needs.

The greater challenge, however, is bringing learner participation to this process. First of all, language inadequacy makes this difficult for most learners if not impossible for some. Secondly, many immigrants come from cultures where the passivity of the learner is encouraged. We must find ways in which students can comfortably define goals and needs, and we must cultivate their potential to make decisions. The expectations of the instructor play a critical role in the learner's performance and involvement.

The activities which follow encourage students to develop a more self-directed approach to learning.

The purpose of these activities is:

1. to provide the teacher with information on classroom activities and planning strategies.
2. to encourage students to clarify their goals and to increase their

involvement with speakers of English.

3. to create a link between the classroom situation and social context.

We might try to communicate with students who have no English with the help of an interpreter or, for those who are literate, we can use written material in their first language.

When we determine the "why" of learning, we usually define the "what" of learning which includes knowledge (e.g. information, procedure and attitude) and language (e.g. what to say to whom, when and how to say it). Instructors should adapt the suggested activities so that students perceive the learning need that is achieved. These activities will increase the immigrant's awareness of the total pattern of communication and provide him with tools for improving his participation in the social system.

Some of the activities are designed for a single use, others are projects which may be used over a period of time. All of the activities reflect a preference for an informal learning environment where adults function as autonomous beings away from the classroom.

Some Suggestions for Informal Participation of Learners in Identifying Their Language Needs

1. Initiate the process by developing a class sociogram reflecting communication patterns.
2. Learners design individual sociograms.
3. Develop a class socio-topical matrix (on a large poster board: keep it in the classroom) reflecting purposes of communication.

	Child's Teacher	Shopkeeper	Pharmacist	Bank Teller	Neighbour
Why?	parent-teacher conference	buy shoes	buy prescription or medication	make deposit	have coffee
Why?	report card	return item	ask for assistance	get money order	borrow something

4. Learners design individual matrices and add to them regularly.

5. Learners keep a journal of English-speaking encounters. Include a contact person, location, purpose, and attitudes towards the contact person.

6. Learners report regularly on:

   - situations for which they needed translation/assistance.
   - situations which confused or upset them.
   - encounters which they avoided.
   - telephone calls in English they received/made.
   - anticipated English-speaking encounters.

7. Learners regularly report on successive communications with the same person.

8. Learners are assigned to find out the name of one new item per week. Keep these in a notebook.

9. Each week two or three learners decide on the theme of next week's lesson. Class discusses and agrees upon selections. Each person contributes one problem.

10. When introducing a topic, brainstorm its features, vocabulary (e.g. Why do you go to a fabric store? What do you have to know/do to get

what you want there?).

11. For any topic, integrate a cultural difference component: find out how the demands of the situation differed in their country, assess the differences (e.g. dealing with an institution or official). Focus on the gaps in their knowledge of Canadian customs and expectations in specific situations.
12. Prepare for a guest. Learners interview the guest (two's or three's). We can find out what they want to know about people.
13. Expose them to situations of conflict: learners react, assess their reactions and their ability to cope.
14. Learners ask the instructor to find out something specific about their native culture.
15. Teacher introduces the concept of "goal". Develop individual and classroom charts reflecting short and long-term goals related to appropriate topics (i.e. consider such questions as, "What kind of job do you think you would like to have five to ten years from now?").
16. Learners are responsible for educating each other about their native cultures. Establish cultural topics such as food, clothing or customs relating to marriage, death. Plan activities around them.
17. Learners choose topics for a class newsletter to distribute in the community. Focus on areas such as tips for immigrants, information about their home country and customs, and community activities or social services.
18. To help learners focus on their own needs, establish a system of autobiographical development. This may help them more easily tie together their present and future circumstances (e.g. "I had 3 children ... was a housewife ... they're now in school ... I think I'd like to go

to school ... get work because my husband works too hard ... want to buy a house.").

19. Ask learners to identify topics or questions which are taboo in their cultures and do a cross-cultural comparison.

ADAPTING LESSON PLANS

Each lesson plan illustrates one way of dealing with a particular function. If the instructor has identified a language function needed by his group, he may want to adopt the lesson plan for that function without making any changes. More likely, however, he will find that the lesson plans serve primarily to suggest kinds and sequences of activities (i.e. what things should people be doing to become more competent in that function? In what order should they be doing those things?).

In reality, most instructors will adopt some of the activities in a particular lesson plan, omit others, add a few, change the focus of a lesson from one skill to another, create accompanying materials, and so on. Thus, the lesson plans can be used to guide instructors in developing learning activities specifically appropriate for the needs and abilities of their particular group.

The lessons offer a comprehensive and varied selection of activities. Instructors are encouraged to mix and match their way through any one unit. All of the lessons include suggestions for altering the activities. Instructors may prefer to develop some of these or use their own ideas.

The following questions might be helpful in suggesting adaptations to the lesson plans.

1. Is the communication situation, as stated, relevant to my learners?
   - Could it be altered?
   - Should I choose one of the other communication situations in the unit?
   - Should I identify a new one?
2. Are the lesson activities appropriate to the language abilities of my

learners?

- Do I need more challenging tasks?
- Do I need more basic tasks?

3. Do the lesson activities focus on the skills my learners need?
   - Do I need more listening/speaking/reading/writing activities?

Listed below are suggestions for adapting the lesson plans.

Changing a Communicative Situation

The units WHEN TAKING LEAVE, INVITING and EXPRESSING APPRECIATION illustrate how a function is developed across roles. That is, learners do one type of activity (e.g. an observation task) but in relation to a variety of roles/situations. This is one example of how lesson activities can be applied to new situations. The KIND of activity may remain the same while the CONTENT may vary according to learners' needs.

The lesson plan for EXPRESSING PREFERENCE is developed for people trying to decide what area of town they want to live in. The activities would be similar for people making decisions about occupational goals, relocating within B.C., buying a car, opening a family business and so on. Expressing preference in all of these situations involves the same processes (e.g. identifying need and weighing priorities).

In OFFERING TO DO SOMETHING, a learner could offer to show another learner where the community library is or he could offer to show him where the public health unit is instead.

In EXPRESSING PLEASURE OR LIKING, "after an election" could read "after a referendum" or "after a public meeting" and the person involved could be expressing displeasure rather than pleasure.

The easiest part of adapting the lessons is changing the communication situations. This also provides for transfer of language use from one situation to another.

Simplifying Tasks

Simplifying tasks is a straight forward procedure. Here are a few suggestions.

1. Use what may seem to be a very complicated conversation (e.g. Section 16, EXPRESSING PREFERENCE), but ...
   - develop several preparatory activities.
   - break it down into several short conversations that can be used over a period of time.
   - provide basic learners with the answers to omitted parts of a conversation.
2. Get more advanced learners to simplify the language (e.g. change the conversation from "Can you tell me if what they're charging is fair?" to "The charge is $35.00. Is it too much?").
   - revise the conversation using simpler grammatical structures, omitting idiomatic language, and descriptive language not necessary for meaning, etc.
   - shorten the conversation.
   - change the person with whom the ESL speaker is talking (e.g. the worker with the pay cheque problem in Section 4, ASKING, might have a shorter, simpler conversation with a co-worker before going to the supervisor).
3. Use visuals to complement dictated words (e.g. Section 27, REQUESTING ASSISTANCE). The words "license" and "certificate" are dictated.

Use a license and a certificate to ensure that learners understand what they're writing down.

Making Tasks More Difficult

Increasing the challenge of activities is a simple task. For example:

1. Use what may seem to be a very simple conversation (e.g. Section 2, REPORTING) but challenge more advanced learners to:
   - add lines.
   - add descriptive language.
   - turn simple sentences ("I live at ______.") into compound sentences ("I live at ______ but I'm moving next week, so I'll give you that address, too.").
   - take down the conversation as a dictation.
2. Change a conversation to reflect a particular mood or emotional situation (e.g. the host in Section 19, APOLOGIZING is angry).
3. Change a conversation to accommodate a third participant (i.e. write a new "part").
4. In Section 22, SUGGESTING A COURSE OF ACTION, change an exercise such as "Find someone who talks with a car mechanic" to include ... "Now ask the person what the conversation is usually about." or "Ask the person to reconstruct a typical conversation."
5. In Section 22, SUGGESTING A COURSE OF ACTION, learners might write up a course outline or a series of objectives.
6. During contact tasks, learners can be asked to find out more detailed information, write up summaries of an experience, transcribe taped interviews with people, etc.
7. More advanced learners can make up exercises for basic learners (e.g.

making up matching exercises would help them acquire new vocabulary).

Changing the Focus of a Lesson From One Skill to Another

To varying degrees, the lessons show an integration of the four skills: listening, speaking, reading and writing. Instructors can change the focus from speaking to writing, while keeping in mind that writing should also be functional. The INVITING unit was developed around written communication situations to illustrate a narrower focus while showing the natural link between oral and written INVITING. Instructors can easily alter the balance between the skills according to learners' needs.

Adding Activities

Instructors will want to add activities when those included do not meet their learners' needs. Since most exercises relate to the outcome of a previous exercise, the instructor will know what and how his learners are doing as the course proceeds. Contact tasks, for example, can provide a basis for any number of follow-up activities. Most of the lessons do not deal with all of the objectives identified in the UNIT. Instructors can devise additional activities or identify new objectives when needed.

GETTING STARTED WITH BEGINNERS

All language learned in the classroom should have immediate application in the community. Furthermore, that language ought to be as natural as possible (i.e. not contrived to give practice in a particular grammar point). This holds true for the beginner and for students at other levels.

Beginners need survival language which initially would include:

1. a simple greeting and leave taking (hello, good-bye).
2. responses when they cannot understand an approach or when they lack the language to respond appropriately (Sorry, I don't speak English. Could you please repeat that?).
3. politeness (thank you, excuse me).

Before looking beyond these beginnings, you can ask yourself some questions about the state of the learners and so plan strategies for orienting them to classroom procedures.

The Learners

1. Have they been oriented to the building where their classes are held? (e.g. washrooms, lunch room, office, library, telephone)
2. Have they received an explanation (in their first language) which outlines the program and what the instructor will expect of them?
3. Is the student showing symptoms of culture shock?
4. Are the physical and mental demands of language learning creating undue stress for the student?
5. Are the learners familiar with the informality of Canadian adult education programs in terms of behaviour, forms of address, teaching styles and dress?

Orientation to Classroom Procedures

The instructor can use these suggestions when communicating with students who have little English.

1. Use the same simple phrases in giving directions. By eliminating variety in your speech, you avoid confusion.
2. Establish classroom routines so learners will know what to expect.
3. Show learners how to operate equipment and how to learn from those activities that involve its use.
4. Set up activities that will encourage the students to get to know one another.
5. Teach them how to ask for information they want (e.g. What's the word for ______? What does ______ mean? How do you spell ______?).
6. From the beginning, make the student aware of his responsibility for learning and the role the instructor plays as an organizer for learning.
7. Use bilingual means (volunteers or more advanced students) if necessary, to help students identify situations where English is essential. You must know what they want to deal with (in English) and what problems may arise for them (See page 23, "Finding Student Needs").

Content for Low Level Beginners

Students should experience success in the first meetings of the class. They must learn something that will help them function more effectively in English. At this stage, listening comprehension should be emphasized for the following reasons:[1]

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[1] See Inservice Development Kit #3, Listening and Speaking Activities in the Classroom - available in college and school district resource centres.

1. They need to be familiar with the "music" or intonation patterns of English.[1]
2. As indicated in the introduction, they need to understand a broader range of language than they need to express.

Their first need is to comprehend elementary questions about themselves. These can include questions about their names, addresses and telephone numbers.

You can refer to the units and the sample lesson in Section 2, REPORTING. In them, the learner gives information about himself in a variety of situations.

The pre-requisites for REPORTING, IDENTIFYING and ASKING (recommended sections for beginners) all include yes/no and "wh" questions. These questions are often in the form of phrases or statements (e.g. Leaving now?). Students need lots of practice with these to prepare for work on the units. Before learners can deal with the sample lesson in Section 2, REPORTING, they need the following skills:

1. spell words such as their names, names of their streets.
2. numbers from 1 - 9 for giving telephone numbers.
3. numbers from 1 - 100 for giving addresses (depending on the numbering system in your locale) and dates.
4. measurements for personal weight and height.

Please refer to p. 33 for suggestions on adapting the sample lessons for low level beginners.

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[1] See Inservice Development Kit #4, Teaching Pronunciation, Stress and Intonation - available in college and school district resource centres.

SPECIAL PROBLEMS IN ESL CLASSES

Cross-Cultural Problems

ESL students can have problems related to speech, hearing, learning and adjustment as do other types of students. In addition, ESL learners may have difficulties resulting from their new life in Canada. These may include culture shock, and extreme feelings of isolation caused by the loss of close family ties. Their feelings of isolation may be increased by the fact that their value systems are not always understood in Canadian society.

When problems of a cross-cultural nature arise in the classroom, great demands are placed on the instructor's sensitivity and ingenuity. Solutions are not always easy. The instructor can, however, attempt to reduce the impact of such problems in the following ways:

1. By learning about the values, expectations and cultural heritages of the students.
2. By building a foundation of communication among students and rapport with the instructor.
3. By incorporating cross-cultural activities into lessons. A small booklet, A Guide to Culture in the Classroom[1] makes some useful suggestions in this regard.
4. By promoting acceptance of differences.
5. By setting norms of acceptable and unacceptable behaviour in the classroom.

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[1] SAVILLE-TROIKE, Muriel, A Guide to Culture in the Classroom, National Clearinghouse for Bilingual Education, 1978, 1500 Wilson Blvd., Ste. 802, Rosslyn, Virgina 22209.

Classroom Management Problems

1. The Multi-Level Class

Classes which have a wide range of English language competence and learning abilities require instructors to plan the use of their time in detail. They also need a wide range of learning materials and equipment. To keep the preparation load under control:

a) use the same material at different levels of complexity (see the section on Adapting Lessons, page 28).

b) have more advanced students rewrite dialogues and prepare tapes for students with less English.

Teaching a Multi-Level Class[1], an inservice development kit, provides a sample of a multi-level class in action. The accompanying booklet gives a model for dividing instructor attention and suggests additional classroom activities.

2. Pre- iterate Students

The problems of multi-level classes are compounded when one or more of the students have never learned to read or write in any language or are unfamiliar with our alphabet. These students are initially unable to take part in activities that depend on reading and writing skills.

The temptation to start such students reading and writing before they have developed sufficient oral competence is great. To avoid this pitfall, the instructor needs to have a picture library, language master cards, and tapes that allow independent listening and speaking practice. You may also wish to consider setting up oral and listening practice activities that could be guided by a volunteer. The film, Communication Games,[1] shows oral activities that have little or no element of reading. In the lesson provided (e.g. in Section 2, REPORTING) you will find activities designed for pre-literate students.

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[1] Teaching a Multi-Level Class, Inservice Development Kit #2, available in college and school district resource centres.

When the student is ready to learn to read and write, you can start with words they can identify by sight such as STOP, ENTER and EXIT. The booklet, Developing Reading and Writing Skills - Beginner Level, A Teacher's Handbook,[2] describes how to teach the correspondence between sound and symbol, and how to teach for meaning. Other guides for this level and more advanced ones are in the instructor's section of the readings.

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[1] Available from ESL Consultant, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C. V6X 1B8

[2] Developing Reading and Writing Skills - Beginner Level (a teacher's handbook) Vancouver, English Language Training Dept., Vancouver Community College, 1979.

ESSENTIAL ELEMENTS OF ESL PROGRAMS

Providing an ESL program involves planning for admission, placement and orientation of students, as well as evaluation of student progress. These aspects of programming can affect the students' attitudes to learning and to the institution as a whole. Students who have little confidence in themselves as learners require courage to enrol for language classes. Educators need to make students feel as comfortable as possible; developing positive feelings is most important.

Admission

When admitting a student, you have an opportunity to informally assess his English capabilities.

Instructors can take advantage of registration time to gather information. If the students give you information about their needs, you can use it for program planning in the future. You should allow time to find out what schedule, content, location and services best suit the applicants. Ask them to indicate their present occupations and whether they have other study, training or vocational aspirations. Most important, give them privacy and time. Try to make registration a positive introductory experience for the learner.

The following can be used as a guide in developing your own registration form.[1]

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[1] COLVIN, Ruth J., I Speak English, A Tutor's Guide to Teaching Conversational English, New York, Literacy Volunteers of America, Inc., 1976. Reproduced with permission.

LITERACY VOLUNTEERS OF AMERICA, INC.

ESL Student Biographical Inventory

_______________ Affiliate ____________________ Date form completed

Student's Name ____________ Address ____________ Tel. No. ____________

Contact date _________ Date tutoring started _________ ESLOA Level ______

Program: Student in school _____ ABE _____ Corrections _____ Migrant ______
Industry _____ Hospital _____ Library _____ General _____

Sex: M _____ F _____

Age: Under 15 ___ 15-20 ___ 21-30 ___ 31-40 ___ 41-50 ___ 51-60 ___ 60+ ___

Ethnic background:

Country of birth: United States_____ Canada _____ Other (specify) ______

Native Language (specify) ___________ Other Languages ______________

Read & write ____________________ Read & write ____________________

If born elsewhere, number of years in U.S. ________

Family background:

Marital status _________ No. of children _________

Other dependent family members ______________________________________

Educational background:

If educated in American schools, circle highest level completed:

Elementary 0 1 2 3 4 5 6 7 8 High School 1 2 3 4 College 1 2 3 4

Post College (specify) _________

If educated in another country, indicate age at leaving school _________

Years of study in English (if any) _________

Employment status:

Profession of job skills ____

Unemployed - not in the job market _____ employed part-time _____

Unemployed - seeking _____ employed full-time _____

Specify any significant handicaps which might affect learning:

Physical ____

Mental ____

Time available for tutoring _________ Suggested place for tutoring ______

Referred by: ____

Name of tutor: ____

(Put additional information on back of this sheet)

ASSESSMENT FOR PLACEMENT GUIDE

The following can serve as a useful guide when interviewing prospective learners. Students should be placed according to their competency in the following language functions:

1. ASKING FOR AND GIVING INFORMATION (during interview)
2. DESCRIBING (physical, abstract characteristics)
3. REPORTING (an accident, experience)
4. DISCUSSING (any appropriate subject)

In placing the students, the interviewer should consider:

- the effort made to communicate
- the amount of communication
- naturalness of communication
- student's ability to understand and be understood
- student's fluency

Suggested Interview Topics for:

1. ASKING FOR AND GIVING INFORMATION

   Students will demonstrate their ability to give information when responding to questions on the registration form. You can get them to reveal whether they can ask questions by asking them what they want to know about the course, instructor, schedule and cost.

2. DESCRIBING

   You can ask them to tell you about the country they came from, their families, or their jobs.

3. REPORTING

You can ask them to tell you about their trip to Canada, or how they heard about the English course.

4. DISCUSSING

You can ask their opinion of the public transportation system, the advantages and disadvantages of supermarkets, the climate where they are living, the current employment situation, or other non-threatening subjects.

Procedure

Assessment should continue while the student completes a registration form and is enrolled in the program. You should relate conversation and questions to the student as much as possible. Ask students to write their name, address and telephone number so that you can determine whether they can write in English.

Instructors can use the following information as a guide.

Place in Level 1 students who cannot handle ASKING FOR AND GIVING INFORMATION, DESCRIBING, REPORTING or DISCUSSING. The students will be unable to:

- make simple sentences
- make negatives or questions
- use correct word order
- use simple adjectives
- use and respond to the imperative form
- comprehend simple questions
- use comprehensible pronunciation and stress

Place in Level 2 students who have difficulty communicating in the functions ASKING, DESCRIBING and REPORTING. These students cannot manage the function DISCUSSING. They:

- frequently omit articles and/or have difficulty using them properly
- frequently use incorrect verb forms
- frequently have difficulty forming questions
- cannot use simple comparison
- cannot use the reported imperative form (e.g. He told me to call.)

Place in Level 3 students who can communicate at a basic level in all four functional categories but with inaccuracies that affect communication or are generally unacceptable. They:

- need refinement in use of articles
- need refinement in correct use of verb forms (particularly present perfect)
- need refinement in use of comparison (i.e. use more complex forms)
- do not naturally include complex structures when communicating (e.g. dependent and independent clauses, conditional, reported speech and indirect questions, etc.)
- cannot write a short, cohesive description (e.g. house, family, item of clothing, etc.)

Place in Level 4 students who can communicate in all four functional categories, but need further development of language and improved fluency. They:

- need greater competency in discussion skills (e.g. expressing and supporting opinions, stating and supporting agreement, disagreement, making judgements, etc.)

- cannot write a short cohesive paragraph with relative clauses using complex structures or correct punctuation in any of the given functional categories

Sometimes students request a placement that is much higher or lower than the one you select for them. In the case of students who want to be placed at a higher level, you may find that:

1. They speak a dialect of English and regard themselves as competent in language not realizing that others may have difficulty understanding them.
2. They think they will learn more if they are placed in an advanced class.

Students who seek underplacement, however, lack confidence in their ability to learn or fail to use what they already know.

Those who make much faster or slower progress than their classmates need their placements changed. Changes may also be necessary for learners who do not show their real abilities at the time of admission.

Orientation

Orientation is needed initially in a course as well as on a continuing basis. Students need to understand the objectives of the course, the approach taken and what the instructor will expect of them. They also need orientation to the physical environment in which the class is held.

As the course proceeds, instructors can familiarize the students with the community and its resources. This is the first step toward preparing learners to participate as citizens.

Evaluation

We are concerned primarily with diagnosing the student's language problems and in seeking to remedy them. This kind of evaluation can help learners identify their progress and their problems.

At the end of each learning sequence, instructors and students should identify what the learners have accomplished.

For example, following work on Section 27, REQUESTING ASSISTANCE, you might do a summary with the learners. First, check the objectives in the left hand column in the sample lesson. If the students are able to "describe a need" or "make simple requests for assistance with a specific problem" in a complete transaction, they have succeeded in meeting the objective.

Having the students identify what they have learned helps them achieve a sense of progress. They might identify the expressions and vocabulary they have learned and note them on the blackboard. The summary may look like this.

EXAMPLE OF POST-LESSON SUMMARY

Describe problem, need	- I need help to ______ - I need a ______ - I need information about ______ - I don't understand
Request Assistance	- Help! - Can you help me? - Can you tell me how to ______?
Vocabulary	- will include those that relate to the example given and to the real needs and problems students suggest

This kind of summary provides learners with an outline for review as well as a sense of accomplishment. Students with less knowledge of English will have a shorter list of ways to describe need or request assistance, and a smaller vocabulary than more advanced learners. Therefore, you may need to group students for this summarizing activity.

You might want to keep records of units completed by individual learners. As well, have students keep a record of their achievements in each unit. Low level students may well study the same unit again to learn more complex ways of expressing the same function.

By keeping tabs on student progress, we can diagnose gaps or weaknesses in their knowledge. We are concerned not with measuring how much students know, but rather how well they can perform in relation to the given objectives. Therefore, it is important to assess your students as they deal with the real life situations in the units.

INFORMATION FOR INSTRUCTORS

UNIVERSITY TRAINING PROGRAMS

Simon Fraser University

Mailing Address: Faculty of Education,
Simon Fraser University,
Burnaby, B.C.
V5A 1S6

Programs are available at both undergraduate and graduate levels. Undergraduate courses offered are:

Linguistics 410 - Second Language Teaching Theory
Linguistics 411 - Second Language Teaching Practical
Linguistics 412 - English as a Second Language

Simon Fraser University offers a graduate program in English as a second language. The program encompasses the areas of curriculum development, classroom implementation of programs, research in the acquisition of ESL, supervision of teachers, and administration of school programs. It includes a minimum of five courses and a thesis of six courses. It also includes one special project. Please contact the Director of Graduate Programs.

University of British Columbia

Mailing Address: The Language Education Department,
Faculty of Education,
U.B.C.,
Ponderosa Annex "E",
Vancouver, B.C.
V6T 1W5

Programs are available at both undergraduate and graduate levels.

The U.B.C. course which provides training for teachers of English as a second language is Education 478. It is a three unit, methodology course consisting of lectures and practice teaching. The pre-requisite is a course in Linguistics such as U.B.C.'s Education 489; English 329; or Linguistics 100, 200 or 420. Classes in both Education 478 and Education 489 are available in the evenings and during summer session.

In addition, a graduate program is available. It is open to students having a suitable degree and credit in undergraduate Linguistics and TESL. Courses include:

Education 543 -	Theory and Research in Teaching English as a Second Language
Education 550 -	Application of Theories of Second Language Acquisition
Education 508 -	Curriculum in English as a Second Language

Graduate courses in other areas of language education include Research in Teaching Composition, Child Language in Education, and Introduction to Graduate Studies in Language Education. Graduate courses in Linguistics and Anthropology are also available.

Prospective Master's candidates should contact the Graduate Division Office, Faculty of Education (228-5217) for detailed information.

University of Victoria

Mailing Address: Department of Linguistics,
University of Victoria,
P.O. Box 1700,
Victoria, B.C.
V8W 2Y2

There are two programs in Applied Linguistics with several additional courses being planned.

1. B.A. Major in Applied Linguistics (emphasis on teaching English as a second language)

This program provides an academic background for careers in language acquisition, particularly second language education. Course content includes linguistic theory, psycholinguistics, sociolinguistics, the structure of English, techniques in the teaching of English as a second language and contrastive analysis.

2. Diploma in Applied Linguistics

This program is designed for post-graduates with little or no previous studies in linguistics. It may be completed in one year of full-time study or through part-time study. Prospective students with a strong background in linguistics may register in the M.A. program where they can also pursue an interest in TESL.

PROFESSIONAL ORGANIZATIONS AND THEIR PUBLICATIONS

1. T.E.A.L. (The Association of B.C. Teachers of English as an Additional Language)

Mailing Address: T.E.A.L.,
c/o B.C.T.F.,
2235 Burrard Street,
Vancouver, B.C.
V6J 3H9

This is B.C.'s professional organization for those concerned with the teaching of English as an additional language. It provides the following: spring conference, regional conference, workshops, newsletter (four times a year), journal (T.E.A.L. OCCASIONAL PAPERS: once a year), resource book for instructors (BRIGHT IDEAS I and II). Workshops will be provided for regional groups upon request.

2. The Adult Basic Education Association of British Columbia

Mailing Address: Membership Committee,
Vancouver Community College,
Mount Pleasant Centre,
225 West 8th Avenue,
Vancouver, B.C.
V5Y 1N3

This is B.C.'s professional organization for those concerned with the teaching of Adult Basic Education. It provides the following: annual conference, workshops, and newsletter (GROUNDWORK).

3. Lower Fraser T.E.A.L. Affiliate

Mailing Address: c/o Douglas College,
English as a Second Language,
P.O. Box 2503,
New Westminster, B.C.
V3L 5B2

You can contact this Lower Fraser Valley regional professional organization for information about affiliation.

4. North Shore T.E.A.L. Affiliate

Mailing Address: c/o #202 - 130 West Keith Road,
North Vancouver, B.C.
V7M 1L5

5. T.E.S.L. Ontario (The Association of Teachers of English as a Second Language of Ontario)

Mailing Address: T.E.S.L. Ontario,
454 University Avenue,
#4 - 10,
Toronto, Ontario.
M5G 1R6

This is Ontario's professional organization for those concerned with the teaching of English as a second language. It provides the following: fall conference, newsletter (CONTACT), and a journal (T.E.S.L. TALK -

published four times a year by the Ministry of Culture and Recreation, Ontario and is distributed free). The Ministry of Culture and Recreation in Ontario has a number of useful publications available at minimal cost.

Write to:
Newcomer Services Branch,
Ministry of Culture and Recreation,
77 Bloor Street, West,
Toronto, Ontario.
M7A 2R9

6. T.E.S.O.L. (Teachers of English to Speakers of Other Languages)

Mailing Address: D.C. Transit Building,
Georgetown University,
Washington, D.C.
20057

This is a professional organization for those concerned with the Teaching of English as a Second or Foreign Language, Standard English as a Second Dialect, and Bilingual Education. It provides: spring conference, summer institute, newsletter (6 times a year), journal (T.E.S.O.L. QUARTERLY), special interest groups, and a variety of publications.

JOURNALS

1. English Teaching Forum

Mailing Address: Government Printing Office,
Superintendent of Documents,
Washington, D.C. 20402
Designating Code: ID "ETF"

Published 4 times a year: a journal for instructors of English outside the United States which is full of practical ideas for the classroom.

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2. Language Learning

Mailing Address: 2001 North University Building,
University of Michigan,
Ann Arbor, Michigan
48109

Published twice a year: A journal of applied linguistics.

RESOURCES FOR CONSULTATION

Ministry of Education

The Ministry of Education, Division of Continuing Education, has consultants concerned with the education of adults. They work in the following areas:

a) English as a Second Language

b) Adult Basic Education

Groups or individuals wishing assistance in organizing workshops or other professional development activities may contact the consultants of these departments at:

Mailing Address: Ministry of Education,
7451 Elmbridge Way,
Richmond, B.C.
V6X 1B8
(278-3433)

Publication: ESL NETWORK

Mailing Address: ESL Consultant,
Continuing Education,
Ministry of Education,
7451 Elmbridge Way,
Richmond, B.C.
V6X 1B8

Publication: ABE BULLETIN

Mailing Address: ABE Consultant,
Continuing Education,
Ministry of Education,
7451 Elmbridge Way,
Richmond, B.C.
V6X 1B8

The above publications serve as information-sharing vehicles between the Ministry and the fields of ESL and ABE. They include contributions from both sectors, reports on new projects and programs, information about resources and materials, and announcements of forthcoming events (e.g. workshops, conferences, training courses and reviews).

AUDIO-VISUAL EQUIPMENT

The following pieces of equipment are invaluable teaching aids. Many of them are mentioned in the lesson plans of this curriculum. We have listed some useful features of this equipment which may be helpful when you are deciding what to buy. Video equipment is useful for:

a) learner evaluation of role plays and classroom interaction.

b) language analysis of a "real-life" exchange - e.g. registering for English classes, buying a book, asking for directions, etc.

c) language analysis of a guest interview.

d) analysis of natural communication among speakers in terms of body language.

Other uses of the equipment are described in the lesson plans.

1. Overhead Projector: projects an image from a transparency onto a screen. One can prepare materials ahead of time and re-use them.

Features:

- special marking pens (in a variety of colours) are available
- transparencies of pages from books can be made for projection
- a solid glass fresnel lens - does not melt so there is no need to keep the noisy fan running after the lesson has ended. There is no distortion around the edges of the image.
- roller mechanism - a roll of acetate can be attached over the top
- bar "on" and "off" switch - easier to find than a small switch
- spare bulb holder inside the machine

2. 16 mm. Projector

Features:

- automatic loop restorer - keeps the film from tearing
- slot load - faster to load and better to service than the automatic loading type

3. Tape Recorder

Features:

- a counter - keep in mind that they do not always match from one machine to another but they are useful for keeping track of approximately where an item is on the tape.
- pause button - this button stops and starts the tape more quickly than if the STOP and PLAY buttons were both used. The tape starts EXACTLY where it stopped, both for recording and playback.
- cue review - a fast rewind that allows one to have the last few words or phrases of a sentence repeated without stopping, rewinding and starting.

4. Language Master

This machine uses a card with a double recording track tape on it. The card feeds through the Language Master machine and records or plays back. The instructor can record on one track of the tape so the learner can listen and record his/her own voice on the other track.

Features:

- recording functions for both instructor and learner
- 2 or 3 speeds
- repeat button - the card zips back to the beginning and repeats
- mirror on the lid for pronunciation purposes
- different sized cards
- potential for listening post attachment

5. Slide Projector

Features:

- carousel slide tray
- automatic focus - well-used slides and slides in assorted mounts need different focus
- remote control
- zoom lens allows the projector to be anywhere in the room while still filling the screen
- timer device - automatically changes the picture every 5, 10, 15, or 20 seconds
- carrying case

6. Rear Screen Slide Tape Projector

Allows people to view and listen to a slide tape presentation on a

12" screen. Some models can be used as a projector for class use.

Features:

- carousel slide tray
- synchronizes slides and tape
- image enhancer - takes an off-sized slide and fills the screen
- self-contained cassette tape with recording function

7. Video Tape Recording Equipment

Some professional development tapes are available in your institution.

Features:

- recording and playback functions
- 1/2" or 3/4" cassette
- R.F. output - uses a normal T.V., not a monitor
- a built-in tuner so you can record something off the air without a T.V. set
- a built-in timer - automatic on and off for record and playback
- a pause button - this one button stops and starts the tape more quickly than if the STOP and FORWARD buttons were both used. The tape starts EXACTLY where it stopped, both for recording and playback.

READINGS AND MATERIALS

The books and materials suggested in the following categories reflect the approach taken in this curriculum. Those we have included are consistent with the functional approach or can be used to complement it. Teaching materials may be used to extend the lessons or to prepare new ones.

At the time of printing, the books and materials listed were available through publishers or institutions.

INSTRUCTOR

GENERAL

Adult Basic Literacy - Curriculum and Resource Guide, Province of British Columbia, Ministry of Education, Publication Services, 1980.

ALEXANDER, L.G.; *Mainline - Beginners A* - Teacher's Book, London, Longman Group Limited, 1978.
- a functional guide to the *Mainline* series, which includes a practical methodology (class management, teaching techniques, individualized learning).
- each unit is described in detail.

BERKOFF, N.A.; *English Grammar and Structure* - a handbook for students studying ESL, New York, Arco Publishers Co. Inc., 1975.
- a resource book for students and instructors to check on points of grammar and practise them.

BLACKWELL, Margaret and LAYLIN, Jan; *A Curriculum Outline for an ESL Program for Adults Integrating Office English and Typing*, Vancouver, Vancouver Community College, 1978.
- outlines a curriculum in office English and typing for adults working or wanting to work in an office.

BURT, Marina K. and KIPARSKY, Carol; *The Gooficon*, Rowley Mass., Newbury House Publishers, Inc., 1972.
- a repair manual for teachers of English. This small book is a collection of "goofs" and their grammatical explanations.

BYRNE, D.; *Using the Magnetboard*, London, George Allen and Unwin, 1980.
- a practical "how to" booklet.

DOBSON, Julia M.; "The Notional Syllabus: Theory and Practice", *English Teaching Forum*, Volume XVII, No. 2, April, 1979.
- outlines the basis for a functional-notional approach.

FINOCCHIARO, Mary; *English as a Second Language* - from Theory to Practice, New York, Regents Publishing Company, 1974.
- a teacher training manual.

FINOCCHIARO, Mary; "The Functional-Notional Syllabus - Promise, Problems, Practices", *English Teaching Forum*, Volume XVII, No. 2, April, 1979.
- explains functional-notional concepts and puts them in perspective.
- a practical article designed to assist curriculum developers and teachers.

HAWKES, Harry; "The Notional Syllabus, Discourse Analysis, and ESP (English for Special Purposes) Materials", *English Teaching Forum*, Volume XVII, No. 2, April, 1979.
- provides rationale for the notional syllabus in relation to specific purposes courses.

JUPP, T.C. and HODLIN, Susan; *Industrial English*, London, Heinemann Educational Books, 1975.
- describes a process for establishing functional language programs in industrial settings and contains the actual content for such programs, teaching items, methodology, etc.

LOUGHREY, Terry and SMITH, David; *CONTACT*, Vancouver, Vancouver Community College.
- introduces the concept of CONTACT, orients the student to CONTACT, suggests activities and anticipates problems that might arise from the approach.

MCALPIN, J.; *The Magazine Picture Library*, London, George Allen and Unwin, 1980.
- a practical "how to" booklet.

MOHAN, Bernard A; "Relating Language Teaching to Content Teaching, *TEAL Occasional Papers*, Volume 3, 1979.
- deals with the integration of second language learning and content learning as a means of providing a context for the natural use of the second language.

MUGGLESTONE, P.; *Planning and Using the Blackboard*, London, George Allen and Unwin, 1980.
- a practical "how to" booklet.

MUNBY, John; *Communicative Syllabus Design*, Cambridge, Cambridge University Press, 1978.
- presents a sociolinguistic system for specifying syllabus content around the communication needs of different groups of learners.

NILSEN, Don and NILSEN, Aileen; Pronunciation Contrasts in English, New York, Regents Publishing, 1973.
- for each sound the following is given: language groups that have that difficulty, sentences with contextual clues, and minimal sentences (He hid/hit the money).
- gives up to 100 contrasts.

PAULSTON, Christina Bratt and BRUDER, Mary Newton; Teaching English as a Second Language Techniques and Procedures, Massachusetts, Winthrop Publishers, 1976.

PRANINSKAS, Jean; Rapid Review of English Grammar, New Jersey, Prentice-Hall Inc., 1957.
- a text for students of English as a Second Language.

RIVERS, Wilga M. and TEMPERLEY, Mary S.; A Practical Guide to the Teaching of English, New York, Oxford University Press, 1978.
- valuable for self-training of instructors (e.g. explains and gives examples for a spiral series of dialogues and provides an opportunity for reader to apply the principle to a given dialogue).
- applicable to teaching ESL in any setting.
- describes wide range of approaches to teaching ESL and of techniques.
- consistent with the approach in the curriculum.

SAVILLE-TROIKE, Muriel; A Guide to Culture in the Classroom, Virginia, National Clearinghouse for Bilingual Education, 1978, 1500 Wilson Blvd., Ste. 802, Rosslyn, Virginia 22209.
- the culture of students is important but is often overlooked in planning ESL classes. This booklet outlines the effects of culture in the classroom and suggests how instructors can integrate cross-cultural learning in ESL classes.

Themes and Tools for ESL (compiled by Deborah Barndt) Toronto, Ontario, Ministry of Culture and Recreation.
- a handbook for instructors concerned with content of a lesson.
- suggests "themes and tools" relevant to the everyday problems of participants in an ESL class.

VAN EK, Jan; The Threshold Level for Modern Language Learning in Schools, for the Council of Europe, Great Britain, Longman, 1977.
- develops the language analysis created by the Council of Europe and has formed the basis for the development of this curriculum.

WHITE, R.V.; Teaching Written English, London, George Allen and Unwin, 1980.
- a practical "how to" booklet.

YILDIZ, Nancy; English as a Second Language: An Experimental Curriculum, Vancouver, Vancouver Community College, Langara Campus, 1978.

READING AND WRITING

BYRD, Patricia et al; "Memo Writing and Silence in the ESL Composition Classroom", Classroom Practices in Adult ESL, Washington, D.C., TESOL - Georgetown University, 1978.
- describes a project where learners prepared a "getting things done in the community" booklet for future learners. They extracted information from brochures and other materials and wrote memos to the instructor and visiting resource people requesting information or clarification. No talking was allowed. (one of 2 volumes)

Developing Reading and Writing Skills - Beginner Level (a teacher's handbook) Vancouver, English Language Training Dept., Vancouver Community College, King Edward Campus, 1979.

HASKELL, John F.; "Teaching Beginning Reading in ESL, Bilingual and Adult Literacy Classes through Language Experience", TESOL Newsletter, November, 1978.
- discusses language experience as an effective way of teaching ESL learners of any age to read, whether they are literate in their first language or not.

KENNEDY, Katherine and ROEDER, Stephanie; Using Language Experience with Adults: A Guide for Teachers, Syracuse, New Readers Press, 1975.
- describes methodology for teaching adults to read. It includes a writing section as well.

SAUNDERS, Joan and TYACKE, Marian; "Functional Reading Using Found Materials", TESL Talk 9.2, Spring, 1978.
- describes a university level reading program based on real materials provided by students. Reading skills are developed according to why students want to read particular things.

SHAUGHNESSY, Mina P.; Errors and Expectations, New York, Oxford University Press, 1977.
- deals with writing problems of Black English speakers but is also relevant to ESL speakers. It is a handbook for basic writing teachers, focussing on errors in writing.

THONIS, Eleanor Wall; Teaching Reading to Non-English Speakers, Don Mills, Ontario, Collier MacMillan International, Inc., 1976.
- includes the approaches to reading, skills involved and activities to teach the skills.

CITIZENSHIP

A Look at Canada (a folder, a brief history) Office of the Secretary of State, 1075 West Georgia Street, 2nd Floor, Vancouver, B.C. V6E 3E3 (666-2315)
- information for citizenship preparation.

SAWKINS, Maureen; Preparation for Citizenship, Vancouver, English Language Training Dept., Vancouver Community College (updated annually)
- a question and answer manual with accompanying tape which prepares students for citizenship oral examination.

The Canadian Citizen (a booklet) Office of the Secretary of State, 1075 West Georgia Street, 2nd Floor, Vancouver, B.C. V6E 3E3 (666-2315)
- information for citizenship preparation.

TESTING

English as a Second Language Oral Assessment (esloa), Literacy Volunteers of America, Inc., Sixth Floor, Midtown Plaza, 700 East Water Street, Syracuse, New York 13210, 1978.
- a guide for assessing students general competence in English.

VALETTE, Rebecca M.; Modern Language Testing, second edition, New York, Harcourt Brace Janovich, Inc., 1977.
- a handbook for teachers of both modern foreign languages and English as a Second Language which introduces them to a variety of testing techniques.

TEACHING MATERIALS

ANEMA, Durlynn; Don't Get Fired! 13 Ways to Hold Your Job, Hayward, California, Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, California 94545, 1978.

BEARDWOOD, L. and TEMPLETON, H. and WEBBER, M.; A First Course in Technical English - student book, teacher guide, tapes, London, Heinemann Educational Books, 1979. In Canada: The Book Society of Canada, Limited, 4386 Sheppard Ave., E., Agincourt, Canada.
- tools, vehicles, instructions, electricity, etc.

Janus Survival Guides - Hayward, California, Janus Book Publishers, 3541 Investment Blvd., Hayward, California 94545, 1977.

Finding A Good Used Car
Getting Around Cities and Towns
Reading and Following Directions
Reading a Newspaper
Reading Schedules
Sign Language
Using the Want Ads

Janus Survival Vocabulary - Hayward, California, Janus Book Publishers, 3541 Investment Blvd., Hayward, California 94545, 1978.

Clothing Language
Drugstore Language

Entertainment Language
Job Application Language
Restaurant Language
Supermarket Language

JEW, Wing and TONG, Robert; Janus Job Planner, Hayward, California, Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, California 94545.

KAHN, Charles H. and HANNA, J. Bradley; Money Makes Sense - Canadian Edition, a workbook, Toronto, Ontario, Copp Clark Pitman, 517 Wellington Street, West, Toronto, Ontario M5V 1G1, 1977.
- coins, counting, value, etc.

KAHN, Charles, TONG, Robert and JEW, Wing; My Job Application File, Hayward, California, Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, California 94545, 1975.
- many samples of job applications.

KELLER, Eric and TABA WARNER, Sylvia; Gambits 1 - Openers, Gambits 2 - Links, Gambits 3 - Responders, Closers and Inventory, Telephone Gambits - Module for Teaching, Hull, Quebec. Canadian Government Publishing Centre, Supply and Services Canada, Hull, Quebec, Canada K1A 0S9, 1979.
- gambits are devices used to open, close or interrupt conversations.
- an excellent resource.
- suggestions for role plays are given.

KETTERING, Judith Carl; Developing Communicative Competence: Interaction Activities in English as a Second Language, Pittsburgh, The University Center for International Studies, University of Pittsburgh, G-6 Mervis Hall, Pittsburgh, P.A. 15260, 1975.
- for topics such as "hiding feelings", "complaints", "introductions", etc.; formal and informal phrases are given, dialogues are given, followed by half dialogues and unstructured situations.

LENNOX, Art; Banking, Budgeting and Employment - a workbook, Phoenix, N.Y., Frank E. Richards Publishing Co., Inc., Phoenix, N.Y. 13135, 1979.
- related basic vocabulary, forms and situations.

LIVINGSTONE, Arnold; Janus Job Interview Guide, Hayward, California, Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, California 94545, 1977.
- practical materials for use with work oriented students.

PESCOSOLIDO, John; Practical Language Skills - checks, forms, applications, duplicating masters, Springfield, Mass., Milton Bradley Company, 1976.
- advanced reading level.
- could be useful for a few students.
- not sequenced.

SMITH, Martha L.; Catalog Shopping - a workbook, Phoenix, N.Y., Frank E. Richards Publishing Co., Inc., Phoenix, N.Y. 13135, 1977.
- related basic vocabulary and information.

Using Dollars and Sense - Canadian Edition - a workbook, Toronto, Ontario, Copp Clark Pitman, 517 Wellington Street West, Toronto, Ontario M5V 1G1, 1977.
- paper money, making change, costs, etc.

LEARNER

GENERAL

ABBS, Brian and FREEBAIRN, Ingrid; Strategies series, Great Britain, Longman, 1977.

Stage One, Starting Strategies for beginners.
- includes a teacher's book, a students' book and a workbook.

Stage Two, Building Strategies for pre-intermediates.
- includes a teacher's book and a students' book.

Stage Three, Strategies for intermediates.
- includes a teacher's book and a students' book.

- teacher's book has helpful introduction.
- each unit summarized in a chart outlining the skills, e.g. speaking; functions, e.g. ask and say the time; example sentences, e.g. What's the time? It's ten past nine; and the main structures e.g. It's (ten) past/to (nine).
- students' book attractively set out, provides "extension" work for more able students and "consolidation" units for review and integration.

BYRD, Donald R.H. and CLEMENTE-CABETAS, Isis; React Interact Situations for Communication, New York, Regents Publishing Co., 1980.
- intermediate level.
- e.g. Unit 8: The Ideal Secretary (2 hours) includes: choosing a secretary, agreeing or disagreeing (making distinctions).
- includes a handy topic and grammatical form cross-reference.

CASTRO, Oscar and KIMBROUGH, Victoria; In Touch - A Beginning American English Series (Students' Books 1, 2, 3; Teacher's Manuals 1, 2, 3; Workbooks 1, 2, 3 and Cassettes 1, 2, 3) New York, Longman, Inc., 1979.
- beginning to pre-intermediate levels. e.g. Unit 8 - "Where's Room 306?" includes: offering to help, asking for locations, giving locations, and thanking people.
- good opportunities for interaction.
- language summary at the end of each unit.

HAMILL, Ann D'Onofrio and BOBER, Gerald F.; Typing in Plain English. Toronto, Ontario, Copp Clark Publishing, 517 Wellington Street West, Toronto, Ontario M5V 1G1, 1976.
- a textbook of basic typing skills which includes exercises to improve grammar, punctuation, capitalization, word usage, and reading comprehension.

KASLOFF CARVER, Tina and DOUGLAS FOTINOS, Sandra; A Conversation Book - English in Everyday Life - Books 1 and 2, New Jersey, Prentice Hall Inc., 1977.
- a beginner text.
- organized by topic: health, a changing society, etc.
- promotes discussion and interaction.

KELTNER, Autumn, HOWARD, Leann and LEE, Frances; English for Adult Competency - Books 1 and 2, New Jersey, Prentice Hall Inc., 1981.
- beginner level.
- pleasant format, picture cues provide opportunity for oral practice.
- each unit includes competency objectives and pre-post assessment.

ROSSNER, R. et al; Contemporary American English, London, MacMillan Press, 1979.
- includes six books, tapes, and teacher's guidebooks (beginner to intermediate).
- starts at a low level.
- clear lay out.
- American (requires some adaptation).

SCOTT, Roger and ARNOLD, John; Starting Points, Don Mills, Ontario, Academic Press Canada, 55 Barber Greene Road, Don Mills, Ontario M3C 2A1, 1978.
- functional; based on a communicative situation (e.g. the unit "Time for Breakfast" includes Requests; Thanks; Introductions; Offers.)
- any interaction follows the pattern: language presentation, repetition, practice, guided role play, and cognitive reinforcement.

READING

Check and Double Check - Books 2, 3, 4 - A return to Basics Workbook for Phonics, Vancouver Scholar's Choice Ltd., 4307 Canada Way, Burnaby, B.C. V5G 1J3.
- although written for native speaking children, the series gives a reasonable sequencing for teaching the sound-symbol correspondence and can be adapted for adults.

DAUZAT, S., DAUZAT, J., OTTO, Wayne and KREITLOW, Burton; Steck-Vaughn Adult Reading - A sequential Program, Austin, Texas, Steck-Vaughn Co., 1978.
- 15 workbooks start with pre-reading skills and end with personal reading skills.
- written for native speakers.

LEVIN, B.J.; Real Life Reading Skills - A scholastic Program in Functional Literacy, New York, Scholastic Book Services, 50 West 44th Street, New York, N.Y. 10036 (teaching guide with visuals - transparencies and worksheets)
- written for native speakers.
- signs and labels.
- directions.
- ordering by mail.

PIERCE, L.H. and HUMBARGAR, E.M.; Reading Today's English - Books 1 and 2, Austin, Texas, Steck Vaughn Co., Austin Texas, 1975.
- American but relevant content.
- reading units developed around adult topics (e.g. "Lost Keys", "Dead Battery"). Each lesson includes four parts: story or reading, conversation, exercises, and "small talk" or informal conversation.

PICTURES

English as a Second Language: A New Approach for the 21st Century, California, Modulearn, Inc., 32158 Camino Capistrano, San Juan, Capistrano, CA 92675, 1975.
- visuals for beginning English.
- visuals for intermediate English for adults.
- simple illustrations on tag board (legal sized).

Pictures Around the World, California, Scott, Foresman and Company, Palo Alto, California, 1975.
- 5" x 8" display cards for basic vocabulary, clothes, food, etc.

LANGUAGE FUNCTIONS AND THEIR EXPONENTS

The following excerpt from Van Ek, *The Threshold Level for Modern Language Learning in Schools* is included to show the range of language functions provided by Van Ek.

The ways of giving expression to these functions are in some cases culturally-bound. Canadian exponents were substituted when British ones were not appropriate. The following symbol: ∼ replaces the immediately preceding exponent. (e.g. in 2.8 ∼ + noun = I (don't) know + noun) The letter (P) refers to those items which must be produced while (R) indicates reception or comprehension (by the student).

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I. LANGUAGE FUNCTIONS

N.B. The starred functions have been developed into units in this guide.

1. Imparting and Seeking Factual Information

*1.1 *Identifying*: demonstrative pronouns: this, that, these, those + BE + NP(P); demonstrative adjectives: this, that, these, those + N + BE + NP(P); personal pronouns (subject form) + BE + NP (P); declarative sentences (P); short answers: YES, HE IS, etc. (P).

*1.2 *Reporting (Including Describing and Narrating)*: declarative sentences (P); head-clause containing verb of say (to say), thinking, etc. + complement clause (indirect speech) (P).

*1.3 *Correcting*: same exponents as above; in addition: no (adverb) (P); negative sentences with not (P); sentences containing the negation words never, no (adjective), nobody, nothing (P).

*1.4 *Asking*: interrogative sentences (yes/no questions) (P); declarative sentences + question intonation (R); question-word sentences with: when, where, why, what (pronoun), which (pronoun), who, what (adjective), which (adjective), how far/much/long/etc. (P); whose (pronoun and adjective) (R); question-tags, type: YOU AREN'T AFRAID, ARE YOU? (R); tell me + sub-clause (P); about + NP (P).

2. Expressing and Finding Out Intellectual Attitudes

*2.1 Expressing Agreement and Disagreement

Agreement: I agree (P); that's right (P); all right (P); of course (not) (P); yes (P); (yes +) affirmative short answers: it is, I am, I can, he may, etc. (P); certainly (R).

Disagreement: I don't agree (P); I don't think so (P); no (P); (no +) negative short answers (P); that's incorrect (R).

2.2 Inquiring About Agreement or Disagreement: do(n't) you agree? (P); do you think so, too? (P); don't you think so? (P); short questions (P).

2.3 Denying Something: no (adverb) (P); negative sentences with not (P); sentences containing the negation-words never, no (adjective), nobody, nothing (P); (no +) negative short answers (P).

*2.4 Accepting an Offer or Invitation: thank you (P); yes, please (P); I shall be very glad + V to ... (P); that will be very nice (P); all right (P); with pleasure! (R).

*2.5 Declining an Offer or Invitation: no, thank you (P); I'm afraid I cannot ... (P); unfortunately I cannot ... (R).

2.6 Inquiring Whether Offer or Invitation is Accepted or Declined: will you + VP (DO IT, COME, etc.) (P).

*2.7 Offering to do Something: can I + VP (P); shall I + VP (P).

2.8 Stating Whether One Knows or Does Not Know Something or Someone: I (don't) know (P); ∼ + noun (-group) or pronoun (P).

2.9 Inquiring Whether Someone Knows or Does Not Know Something or Someone: do(n't) you know? (P); ∼ + noun (-group) or pronoun (P).

2.10 Stating Whether One Remembers or Has Forgotten Something or Someone: I (don't) remember + noun (-group) or pronoun (P); ∼ + gerund (P); ∼ + that-clause (P); I have forgotten to (BRING MY GLASSES, etc.) (P).

2.11 Inquiring Whether Someone Remembers or Has Forgotten Something or Someone: do(n't) you remember + noun (-group) or pronoun (P); ∼ + gerund (P); ∼ + that-clause (P); have you forgotten to (BRING YOUR GLASSES, etc.) (P); I have forgotten (MY PASSPORT) (P).

*2.12 Expressing Whether Something is Considered Possible or Impossible

Possibility: it is possible (P); ∼ + that-clause (P); NP + can + VP (P).

Impossibility: it is impossible (P); it is not possible + that-clause (P); NP + cannot + VP (P).

2.13 Inquiring Whether Something is Considered Possible or Impossible: is it possible? (P); ~ + that-clause (P); can + NP + VP (P).

*2.14 Expressing Capability and Incapability: NP + can(not) + VP (P); NP + BE (not) able to + VP (P); NP + BE unable to + VP (R).

2.15 Inquiring About Capability, or Incapability: can(not) + NP + VP (P); BE (not) + NP + able to + VP (P); BE + NP + unable to + VP (R).

2.16 Expressing Whether Something is Considered a Logical Conclusion (Deduction): so + declarative sentence (P); therefore + declarative sentence (R); NP + must + VP (P); necessarily (in declarative sentence) (R); NP + cannot + VP (P).

2.17 Inquiring Whether Something is Considered a Logical Conclusion (Deduction): necessarily (in interrogative sentence) (R).

2.18 Expressing How Certain or Uncertain One is of Something

Strong Positive: I am sure (P); ~ + that-clause (P); I am certain (R); ~ + that-clause (R); no doubt + declarative sentence (R); I certainly think/believe + that-clause (R).

Positive: declarative sentence (P); I know + that-clause (P).

Intermediate: I think + so (P); ~ + that-clause (P); I suppose so (R); ~ + that-clause (R); I believe + that-clause (R).

Weak: NP + may + VP (P); perhaps ... (P); I am not sure (P); I wonder (R); ~ + if-clause (R).

Negative: NP + cannot + VP (P); I don't think + so (P); + that-clause (P); I don't believe + noun (-group) or pronoun (R); ~ + that-clause (R).

2.19 Inquiring About How Certain or Uncertain Others Are of Something: are you (quite) sure (P); ~ + that-clause (P); do you think + so (P); ~ + that-clause (P); do you believe/suppose + that-clause (R).

2.20 Expressing One Is or Is Not Obliged to do Something: I/we (don't) have to + VP (P); I/we must + VP (R).

2.21 Inquiring Whether One is Obliged to do Something: do I/we have to + VP (P); must I/we + VP (R).

2.22 Expressing Others Are or Are Not Obliged to do Something: NP + (don't/doesn't) have to + VP (P); you must + VP (P); NP + must + VP (other persons) (R); you need not + VP (R); it is (not) necessary (P).

2.23 Inquiring Whether Others are Obliged to do Something: do/does + NP + have to + VP (P).

*2.24 Giving and Seeking Permission to do Something

Giving Permission: you may + VP (P); you can + VP (R); answering a request: of course (P); ∼ you may (R); (that's) all right (P).

Seeking Permission: may I + VP (P); can I + VP (R); let me + VP (R); do you mind + if-clause (R).

2.25 Inquiring Whether Others Have Permission to do Something: are you allowed to + VP (P); are you supposed to + VP (R).

2.26 Stating That Permission is Withheld: NP + BE not allowed to + VP (P); don't + VP (P); NP + BE not supposed to + VP (R); NP + must not + VP (R); forbid (R).

3. Expressing and Finding Out Emotional Attitudes

* 3.1 Expressing Pleasure, Liking: this is very nice/pleasant (P); I like + noun (-group) or pronoun (very much) (P); ∼ + Ving ... (very much) (P); I enjoy + noun (-group) or pronoun (R); ∼ + Ving ... (R); I love + noun (-group) or pronoun (P); it's a very good + noun (P).

3.2 Expressing Displeasure, Dislike: this is not very nice/pleasant (P); I don't like + noun (-group) or pronoun (very much/at all) (P); ∼ + Ving ... (very much/at all) (P); I don't enjoy + noun (-group) or pronoun (R); ∼ + Ving ... (R); I hate + noun (-group) or pronoun (R); ∼ + Ving (R); ∼ + V to ... (R).

3.3 Inquiring About Pleasure, Liking, Displeasure, Dislike: do(n't) you like + noun (-group) or pronoun (P); ∼ + Ving ... (P); ∼ + V to ... (R); would you like + noun (-group) or pronoun (P); ∼ + V to ... (P); do(n't) you enjoy + noun (-group) or pronoun (R); ∼ + Ving ... (R).

3.4 Expressing Interest or Lack of Interest: that's (very) interesting (P); I am (not) interested (P); ∼ + in + noun (-group) or pronoun (P).

3.5 Inquiring About Interest or Lack of Interest: are(n't) you interested (P); ∼ + in + noun (-group) or pronoun (P).

3.6 Expressing Surprise: this is a surprise! (P); what a surprise! (R); it's surprising! (R); I'm surprised (R); ∼ + that-clause (R); how nice + V to ... ! (P); fancy + Ving ... ! (R).

* 3.7 Expressing Hope: I hope + so (P); ∼ + that-clause (P); I do hope + that-clause (P).

3.8 Expressing Satisfaction: this is very good/nice (P); it's (quite) all right now (P); this is just what I want(ed)/need/meant (P)/had in mind (R).

*3.9 Expressing Dissatisfaction: I don't like this (P); I don't like it like this (R); this is not right yet (P); this is not what I want(ed)/need/meant (P)/had in mind (R).

3.10 Inquiring About Satisfaction or Dissatisfaction: do you like this? (P); do you like it like this? (R); is it all right now? (P); is this what you want(ed)/need/meant (P)/had in mind? (R).

3.11 Expressing Disappointment: that's a (great) pity (P); I'm very sorry + V to ... (P).

*3.12 Expressing Fear or Worry: I'm afraid (P); I'm worried (P); ⁓ + about NP (P).

3.13 Inquiring About Fear or Worry: you aren't afraid, are you? (P); are you afraid? (P); are you worried? (P).

*3.14 Expressing Preference: I prefer + noun (-group) or pronoun (P); ⁓ + Ving ... (R); I'd rather + V inf ... (than ...) (P); I'd rather not (P); ⁓ + V inf (P).

3.15 Inquiring About Preference: which do you prefer? (P); would you prefer + V ing ... ? (R); would you rather + V inf ... (than ...)? (P).

3.16 Expressing Gratitude: thank you (P); ⁓ + very much (indeed) (P); it is/was (very) nice of you (P); ⁓ + V to ... (P); it is/was (very kind of you) (P); ⁓ + V to ... (P); I am very grateful to you (R).

3.17 Expressing Sympathy: I am (so) sorry (+ V to ...) (P); I am very glad + V to ... (P); I am delighted + V to ... (R).

*3.18 Expressing Intention: I'm going + V to ... (P); I'll + V inf ... (P); I intend + V to ... (P); I'm thinking of + V ing ... (R).

3.19 Inquiring About Intention: are you going + V to ... ? (P); will you + V inf ... ? (P); do you intend + V to ... ? (P); are you thinking of + V ing ... ? (R).

*3.20 Expressing Want, Desire: I'd like + noun (-group) or pronoun (P); ⁓ + V to ... (P); I want + noun (-group) or pronoun (P); ⁓ + V to ... (P); may I have + noun (-group) or pronoun (please)? (P).

3.21 Inquiring About Want, Desire: would you like + noun (-group) or pronoun (P); ⁓ + V to ... (P); do you want + noun (-group) or pronoun (P); ⁓ + V to ... (P).

4. Expressing and Finding Out Moral Attitudes

*4.1 Apologizing: I am very sorry (P); sorry! (P); please forgive me (R); I do apologize (O,R); excuse me, please (P).

*4.2 Granting Forgiveness: that's all right (P); it's all right now (P); it doesn't matter (at all) (P).

4.3 Expressing Approval: good! (P); that's fine! (P); excellent! (R).

4.4 Expressing Disapproval: you shouldn't + V inf ... (P); ∼ + have + V ed ... (P); it's not very nice (P).

4.5 Inquiring About Approval or Disapproval: is this all right? (P); do you think this is all right? (P).

*4.6 Expressing Appreciation: (it's) very good/nice (P).

4.7 Expressing Regret: I am so/very sorry + that-clause (P); ∼ + if-clause (P); that's a (great) pity (P).

4.8 Expressing Indifference: it doesn't matter (P); I don't mind (R); ∼ + if-clause (R); I don't care (R).

5. Getting Things Done (Suasion)

*5.1 Suggesting a Course of Action (Including the Speaker): let's + VP (P); shall we + VP (P); we could + VP (P); what about + V ing ... (P); we might + VP (R).

*5.2 Requesting Others to do Something: please + VP (P); would/could you (please) + VP (P); would you be + so kind as to ... (R); ∼ + kind enough to ... (R); would you mind + V ing ... (R); can I have + NP + V ed (, please)? (P).

*5.3 Inviting Others to do Something: would you like + V to ... (P); what about + V ing ... (P); ∼ + A DRINK, A NICE WALK, etc. (P); how about + V ing ... (R); ∼ + A DRINK, A NICE WALK, etc. (R).

5.4 Advising Others to do Something: you should + VP (P); you ought to + VP (R); why don't you + VP (P); I can recommend ... (O, R).

5.5 Warning Others to Take Care or to Refrain From Doing Something: be careful! (P); look out! (P); don't + VP (P); mind + NP! (e.g. MIND YOUR HEAD) (R).

*5.6. Instructing or Directing Others to do Something: declarative sentences with you as subject (P); imperative sentences (P).

*5.7 Offering Assistance: can I help you? (P).

*5.8 Requesting Assistance: can you help me, please? (P).

6. Socializing

*6.1 To Greet People: hallo (P); good morning/afternoon/evening (P).

6.2 When Meeting People: hallo (P); how are you? (P); (I'm fine, thank you) how are you? (P); I'm very well, thank you, and how are you? (R).

6.3 When Introducing People and When Being Introduced: this is ... (P); I'd like you to meet ... (R); may I introduce you to ... (R); response: how do you do (P); hallo (P).

*6.4 When Taking Leave: good-bye (P); good night (P); I'll see you TOMORROW/NEXT WEEK/etc. (P); bye-bye (R); cheerio (R).

*6.5 To Attract Attention: excuse me ... (P); I say ... (R).

6.6 (O) To Propose a Toast: here's to ... (P); cheers (P).

6.7 To Congratulate: congratulations! (P).

6.8 When Beginning a Meal: no exponents.

"IT WAS A 20" COLOUR T.V."

IDENTIFYING

1. UNIT FOR CITIZEN ROLE.
2. LESSON PLAN FOR CITIZEN ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 1

CITIZEN

UNIT: "IT WAS A 20" COLOUR T.V."

Function	Identifying
Situation	Person gives information to a police officer regarding a home burglary.
Objectives	1. Know that police will want to know narrations of events. * 2. Know the vocabulary of household items. * 3. Know that police will ask for description and value of items taken. 4. Understand questions asking personal information. 5. Give personal information (name, address, telephone number, who lives in the house.) 6. Understand questions about what happened. 7. Narrate what happened: "I went to the movies and came home around 9:00 and the front door was open." 8. Understand clarifying questions regarding time. "When did you leave?" 9. Answer clarifying questions regarding time. * 10. Understand questions about what was taken. "What is missing?" * 11. Identify and describe what was taken. "The T.V. - 20" colour." * 12. Understand questions about value of items taken. "What was the value of it?" * 13. Answer questions about value of items taken. "$1,200." 14. Understand questions about exits and windows. "Were the windows locked?" 15. Answer questions about exits and windows. * 16. Understand clarifying questions. * 17. Give answers of clarification. 18. Understand police officer: "If you can think of anything else, please call." "We'll be getting in touch with you." 19. Take leave. "Good-bye."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Identifying

B. Role: Citizen

C. Situation: Person gives information to a police officer regarding a home burglary.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand the vocabulary of household items.
2. understand that police will ask for description and value of items taken.
3. understand questions about what was taken. "What is missing?"
4. identify and describe what was taken. "The T.V. - 20" colour ..."
5. understand questions about value of items taken. "How much was it worth?"
6. answer questions about value of items taken. "$1,200."
7. understand clarifying questions. "I don't understand."
8. give answers of clarification.

E. English Exponents:

demonstrative pronouns:	this, that, these, those + BE + NP (productive) e.g."This is the window (that they got through)."
demonstrative adjectives:	this, that, these, those + N + BE + NP (productive) e.g."Those guys were professionals."
personal pronouns:	(subject form) + BE + NP (productive) e.g."They were a gift from my aunt."
declarative sentences:	(productive)"It was beside the window."
short answers:	(productive)"Yes, I am."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should have the following skills and knowledge:
   a) ability to understand and use the imperative. "Put it here."
   b) ability to understand and use "wh" questions.
   c) ability to understand and use "yes/no" questions.
   d) ability to understand, produce, read and write all monetary values - $49.00, $490.00, $4,900.00.
   e) ability to understand, produce, read and write all numerals as read in serial numbers. (i.e. not as hundreds and thousands)
   f) learners should know that makes, models, serial numbers and other identifying markers of personal possessions should be listed and kept in a safe place.

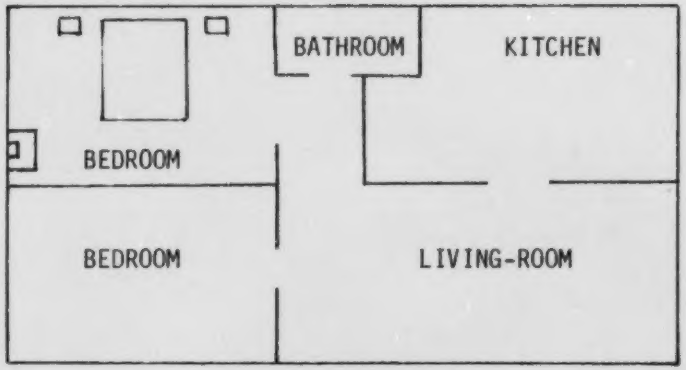
   N.B. - (d), (e) and (f) can be taught as part of the lesson.

2. Police departments provide a print-out called: CRIME PREVENTION PROGRAMME which provides suggestions for absences from home or apartment.
3. Supplementary material for IDENTIFYING:
In Touch - Book 1, units 4 and 6; Book 2, unit 12; Book 3, units 2 and 4

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Introduction: Set the scene for the burglary by using one of the following: a) newspaper headline. e.g. ANOTHER LOCAL APARTMENT HIT. b) describe a personal experience of having had things stolen. c) ask learners if they have ever had things stolen. d) show a NEIGHBOURHOOD WATCH poster and explain the police service. e) develop a narration of events leading up to the police officer arriving.	
Learners will be able to identify commonly stolen household items.	Listening	1. Using pictures, instructor elicits known vocabulary from learners. Learners choose items they wish to learn, asking each other or instructor for vocabulary. Focus should be on items learners have in their homes.	Large, clear pictures illustrating commonly stolen household items, or actual objects (eg. a watch).
		2. As instructor says words, learners point to corresponding picture or object. Then, each learner has one picture. Instructor (or learner) calls out names of items and the learner with that picture holds it up. Learners trade pictures and take turns naming items.	
		3. Learners are asked (by instructor and each other) to "give the ______ to (other learner)".	
		4. Learners draw items on blackboard. Take turns telling each other to e.g. "Circle the watch", "underline the T.V.", etc.	Blackboard and chalk.

Reading Writing	5. More advanced learners could write out names of items on cards and pre-literate learners could practise matching vocabulary cards to pictures and copy out the words.	Index cards.
	A similar set of activities could apply to: ... rooms of the house. ... fixtures in the rooms (windows, doors, etc.).	
Listening Speaking	6. Learners sit in circle, call out names of items (individually) as instructor or other learner holds up pictures. Learners take turns holding up pictures.	Pictures or objects (as in previous set of activities).
Reading	7. Learners make lists of items they own which are of value. Literate learners can help pre-literates put together their lists. Also, the instructor could provide a taped list of vocabulary items (e.g. necklace, colour T.V.) for literate group to take down as dictation while instructor works with pre-literates.	Taped list of commonly stolen household items.
Listening	8. Learners listen to taped interaction between police officer(s) and person reporting theft.	Tapes of home-owner identifying items stolen to police.
	* * * * * * Conversation: P.O. = Police Officer H.O. = Home Owner P.O.: Could you tell me what was stolen? H.O.: Yes, there was the T.V., two radios, the stereo, all my records, my gold watch, two diamond rings and the two living-room lamps. * * * * * * Learners listen to the tape and call out the items that they hear. e.g. T.V., radios. Replay the tape until learners identify all the items stolen. Learners select these items from the stack of pictures of household items.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to describe the location of commonly stolen household items.	Listening Speaking	9. Learners listen to the next part of the tape. * * * * * * * * Conversation: P.O. = Police Officer H.O. = Home Owner P.O.: Could you tell me where each of these items was located in your house? H.O.: Yes - um - the T.V. was in the living-room, the radios - one was on the bedside table beside the bed, the other one was in the kitchen between the fridge and stove; the stereo and records were on a stand in the living-room; my gold watch and diamond rings were in the jewellery box on the bureau; - um - and the two lamps were both on the tables beside the couch. * * * * * * * * Learners listen to each part of the tape dealing with an item and repeat what they hear.	Tape of home owner describing location of items stolen.
	Reading Writing	10. Advanced learners could be given a worksheet of the conversation omitting the location parts (e.g. "beside the bed"). Pre-literate learners could continue matching vocabulary to pictures.	Worksheet of conversation omitting location parts.
	Listening	11. Instructor has a floor plan of a house showing all the major rooms. e.g. 	Large floor plan drawn on newsprint or posterboard.

As learners repeat, one learner takes a picture of item from conversation and places it according to instructions given by another learner.

e.g. "Put the radio on the bedside table", etc. Learners practise asking each other "Where is the _______?" and providing answers.

12. Using other objects around the classroom, instructor tells learners to place objects.

e.g. "Put the radio on the table." Then learners take turns giving instructions to each other in pairs.

Writing
Listening
Speaking

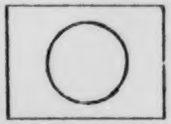
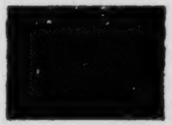
13. Learners can draw their own floor plans, labelling rooms and indicating the location of major household furnishings. Beside their plans, learners could list items of value in their homes and then indicate locations of these items on the floor plans. Learners could practise asking each other where things are and giving answers. Learners could tape their descriptions. Department store catalogues should be available so learners can look up the names of items without having to ask the instructor.

Newsprint or large posterboard.
Felt markers.
Catalogues.
Tape recorder.
Blank tapes.

14. i) More advanced learners might try making a chart as in the exercise below:

Item	Make	Model	Value	Room Location	Specific Location
Stove	G.E.	?	$475.00	Kitchen	N. Wall between __ & __

ii) Then less advanced learners could take a chart and use the information to make up sentences (either orally or in written form).

OBJECTIVES	SKILLS	PROCESS	DEVICES
		e.g. Wong's stove is a G.E. It cost $475.00. It is in the kitchen. etc.	
		These sentences could be taped by learners and used for dictation.	Tape recorder. Blank tape.
		iii) Pre-literate learners might do some of the following activities.	
		a) Instructor locates and reads out the model names. Learners copy that word and read it back.	Tape recorder.
		b) Learners locate the make, model number and serial number on classroom equipment and read them out.	Classroom equipment.
		c) Elicit names of items in the home that will have a make and model number. Learners go home with a set of pictures of household items and record makes and models.	Pictures of household items.
Learners will be able to give descriptive information about commonly stolen household items (shape, colour, make, year, condition).	Listening Speaking	15. Learners are given pictures which illustrate shape, colour, texture, size, age and number. Elicit known vocabulary.	Pictures of objects which illustrate adjectives.
		16. Using the same pictures as above, learners listen to descriptions and choose the picture which fits the adjective.	A tape of adjectives.
		e.g. Picture — On Tape  Round  Black	
		This can be done with several tapes and several small groups.	

17. Each group has a set of pictures that includes two pictures of each item. i) elicit descriptive information. ii) after learners have described the items, play a tape which gives a description of each item. e.g. one, 20 inch, black and white T.V. Allow learners to listen to these descriptions 2 to 4 times. iii) learners match descriptions with the pictures. Repeat this exercise as many times as learners need to recognize the descriptions.	Pairs of pictures of commonly stolen household items. 2 pictures of T.V.'s. 2 pictures of radios. 2 pictures of watches, etc. A tape of descriptions.
18. Learners draw one or two items from their own household (T.V., jewellery, furniture). i) each person prepares an oral description of the item they have drawn. ii) put all the drawings in the centre. Each person presents a description; the others select the appropriate picture. Learners practise asking questions of clarification. e.g. "Could you please repeat it?" "Excuse me, could you repeat it?"	
19. "I Spy": Instructor gives a description of something in the classroom. e.g. "I spy something small and orange." The person that identifies the object gives the next clues.	
A similar set of activities could be used for "MAKE" and "MODEL".	
20. i) Learners prepare for next section on tape by guessing the questions that the police officer will ask about the items stolen. Learners then listen to tape and in small groups compile a list of the information asked for. ii) Learners listen to the tape again and practise description of each item.	Tape of conversation between police officer and home owner.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Conversation: P.O. = Police Officer H.O. = Home Owner P.O.: Could you describe each item? - um - The T.V. - was it black/white or coloured? H.O.: It was a coloured T.V. P.O.: What make and year? H.O.: It was a Panasonic - about 4 years old. P.O.: What size? H.O.: Oh, it's a 20 inch. P.O.: Value? H.O.: $400. P.O.: How about the radios? H.O.: Well, they were both brown and white clock radios. The one in the bedroom had a round face and the one in the kitchen was rectangular. P.O.: Value? H.O.: Maybe $60. P.O.: The stereo? H.O.: It was a Lloyds RX 580, brown case and silver front. I've had it about 6 1/2 years. P.O.: The gold watch? H.O.: It was a gold, digital watch. The face is round and it reads time and date. P.O.: Value? H.O.: $150. P.O.: The diamond rings? H.O.: Both thin gold bands with a plain setting with 2 carat diamonds.	

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<td>P.O.: Value?
H.O.: $1,500. and $2,200.
P.O.: The lamps?
H.O.: They are identical. Round, brown base with gold and white striped shades. They were each about 3' high.</td>
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<td></td>
<td>Writing</td>
<td>* * * * * * *
iii) Listen again and list names of items mentioned.
<table>
<tr><th>Name of Item</th><th>Make/Model</th><th>Description</th><th>Value</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
iv) Listen again for make and/or model.
v) again for description.
vi) again for value.
The vocabulary needed may have to be available for them.</td>
<td>Chart as shown.
List on blackboard or catalogues.</td>
</tr>
<tr>
<td>Learners will be able to describe their own valuables.</td>
<td></td>
<td>21. i) Learners make list of items in their own homes over $50.
<table>
<tr><th>Item</th><th>Make</th><th>Model</th><th>Value</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table></td>
<td>Chart as shown.</td>
</tr>
</table>

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
<p>ii) Learners rewrite list, grouping items, information into categories. (They provide the categories.)</p>
<table>
<tr><th colspan="4">EXAMPLE CHART (LEAVE SPACE AT BOTTOM FOR ADDITIONS)</th></tr>
<tr><th>Item</th><th>Make</th><th>Model</th><th>Value</th></tr>
<tr><td><u>Furniture</u></td><td></td><td></td><td></td></tr>
<tr><td><u>Jewellery</u></td><td></td><td></td><td></td></tr>
<tr><td><u>Appliances</u></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
<p>iii) Learners circle items they think are easily stolen.</p>
<p>e.g. jewellery, not stove, etc.</p>
<p>iv) Choose five of these items and write down key words of description in note form. (Thinking of what information police will want to know)</p>
<p>e.g. gold earrings - hoop
diamond on ______.</p>
</td><td>Chart as shown.</td></tr>
<tr><td>Learners will be able to describe a lost watch in a simulated situation.</td><td>Speaking</td><td>
<p><u>PRE-CONTACT SIMULATION</u>:</p>
<p>In pairs, learners are asked to create a role play. One of the learners in each pair is given a picture of a luxury item. They are asked to role play a scene in which the victim of a theft goes to the police "LOST PROPERTY OFFICE" and describes the article on the card.</p>
<p>Each learner is assigned an "observer" before the presentation of the role play. The observer will evaluate the appropriateness and correctness of the language and gestures used. This person will meet later with his partner and discuss his observations.</p>
</td><td>Pictures of items as above.</td></tr>
</table>

		SELF-EVALUATION: The class evaluates its performance after the role play and decides whether or not people are ready to perform the Contact Task. If they are not ready, provide further practice.	
Learners will be able to retrieve one of their belongings from the Lost and Found by describing it.	Speaking	CONTACT TASK: (A) In pairs, one partner selects an object from the other partner's belongings to turn in to LOST AND FOUND. The instructor explains that the owner will go to LOST AND FOUND, describe the item and retrieve it. The instructor also explains that the person in charge of LOST AND FOUND has been briefed and will not display the articles. The person in charge has also been instructed to react only to the language actually used. The instructor details the contact task and assigns specific work to be done: 1) What questions did the native speaker ask? 2) List adjectives or descriptions the native speaker used that you did not previously know. 3) Remember what the native speaker said and how he reacted. Upon returning to class, the learner should be prepared to role play the native speaker's part and use the items in 1 and 2 in the role play. CONTACT TASK: (B) As an alternative to Contact Task (A), the following task could be set up: 1) The instructor takes a sales brochure from a local retail outlet. She eliminates the name and price of each article from the brochure. 2) The class discusses what the objects in the brochures are and practises describing them. 3) From this activity, the instructor selects the items the learners do not know the names of. She does not provide the names of the items but has the class practise describing them. 4) Pre-contact activities are undertaken using these items, carefully avoiding having the learners learn their names (including role plays).	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		5) The learners prepare for the contact task. They must go, in pairs, to the retail outlet without the brochure or any visual aid and describe an unnamed item to a clerk. They must: a) find out the name and price of the item. b) find out its function. c) be able to list at least five adjectives and adjectival phrases the native speaker used that were not previously known. d) remember and be able to mimic the gestures used by the clerk. e) evaluate personal performance during the contact and be prepared, with the rest of the class, to determine whether any further contact work is necessary to improve skills of descriptions. f) if the need for further work has been decided on, learners should be prepared to help generate objectives and details of further contact work. Adjust the difficulty of the tasks to the abilities of the learners.	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Identifying
Situation	Tenant identifies needed repairs to landlord or superintendent.
Objectives	1. Know that landlords are required to repair fixtures or furniture included in a rental agreement. 2. Know that tenants should inform landlords of needed repairs, either by telephone or by going to landlord/superintendent. 3. Know vocabulary of apartment/house fixtures. 4. Identify self and apartment/house. "Hello, I'm Belen Galios, apartment 103." 5. Identify problem. "The tap is dripping in my apartment." 6. Understand superintendent's question re location. "Which tap?" 7. Identify exact location. "The bath tub tap." 8. Understand superintendent's question about how long the condition has persisted. "How long has it been dripping?" 9. Answer superintendent about how long the condition has persisted. "a few days." 10. Understand superintendent's declaration of intention. "I'll have it fixed." 11. Ask when repairs will be done. "When will it be done?" 12. Understand superintendent's answer about when someone will be around to check out problem. "I'll try to send a plumber tomorrow." 13. Express appreciation. "Thanks."

COMMUNITY MEMBER

Function	Identifying
Situation	Neighbour identifies another neighbour's garden vegetables and fruit by complimenting the qualities and quantity.
Objectives	1. Know that neighbours like to compliment you on your possessions and to be complimented on theirs. 2. Know that it is appropriate to initiate a conversation with a neighbour. 3. Express greeting. 4. Comment on weather. 5. Understand neighbour's rejoinder about weather. 6. Ask neighbour how the weather is affecting his/her garden. "How is your garden doing with all this rain?" 7. Understand neighbour's answer about the effect of weather. "Oh, it's a little slow." 8. Comment on the size, quality, quantity of some of the vegetables. "The tomatoes are huge. The squash looks healthy. There are lots of peas." 9. Understand neighbour's response. "Yes, they're doing well." 10. Ask neighbour about difficulty of succeeding with certain vegetables because of soil and/or insects. "How are the slugs this year?" 11. Understand neighbour's response about effect of soil and/or insects. "Terrible." 12. Identify neighbour's vegetables in garden. "That's eggplant, isn't it? Is that cucumber?" 13. Ask about quantity of vegetables harvested. "Have you had a lot of cucumber?" 14. Understand answer about crop. 15. Understand neighbour's offer to give samples of vegetables from garden. "Would you like some vegetables? We have lots." 16. Express appreciation. "I'd love some. Thank you so much." 17. Take leave.

WORKER

Function	Identifying
Situation	Worker identifies on-the-job repair problem for supervisor.
Objectives	1. Know that it is appreciated when workers tell supervisors about problems which impede efficiency at work. 2. Know that any technical problem that is harmful to your health and safety should be reported to your supervisor and shop steward. 3. Get supervisor's attention. "Excuse me." 4. State problem. "The whatsit isn't working." 5. Understand supervisor's question about specific details. "Which part?" 6. Identify the main problem in the machinery. "This isn't turning." 7. Understand supervisor's question about the exact location of the problem. "This part?" 8. Point out location of problem if at site of machinery. If not, identify exact location. 9. Understand supervisor's question about effects of problem. "What's happening?" 10. Identify the effects of the problem. "It's not pushing the paper over." 11. Ask supervisor about intended action. "Can you have it fixed?" 12. Understand supervisor's answer about intended action. "Yes. I'll have it fixed." 13. Understand supervisor's expression of appreciation for identifying problem. "Thanks for pointing it out." 14. Respond to appreciation. "You're welcome."

LEARNER

Function	Identifying
Situation	Learner identifies problem encountered with assignment.
Objectives	1. Know that instructors can better assist you with your learning if you identify points that are causing you difficulty, especially the point at which you stopped being able to do assignment. 2. Get instructor's attention. "Excuse me." 3. State that you are having problem. "I can't do this." 4. Understand instructor's question about the nature of the problem. "What's the problem." 5. State inability to continue assignment. "I can't finish this." 6. Understand instructor's question re your inability. "What can't you do?" 7. Identify inconsistencies or difficulties which make it impossible to continue assignment. "This doesn't make sense to me." 8. Understand instructor's suggestions. "Try it this way ...." 9. Express appreciation and hope that assignment will be easier to finish. "Thanks. I hope I'll be able to finish it now."

FAMILY MEMBER

Function	Identifying
Situation	Parent identifies to instructor child's problem at school such as homework difficulties or a relationship with an instructor.
Objectives	1. Know that you can express your own point of view. 2. Know that instructors appreciate parents coming to visit them to discuss problems that the children may be having. 3. Know that instructors like to have friendly relationships with parents. 4. Know that instructors deserve respect, but are not always authorities. 5. Extend greeting. "Hello." 6. Identify self and child. "I'm Judy Oliver, Patricia's mother." 7. Ask how child is doing. "How's she doing?" 8. Understand answer about how child is doing. "Fine, really. She's a bit withdrawn in class." 9. Express concern about child's relationship with teacher (or whatever). "I wonder why." 10. Understand instructor's question about situation. "Is she quiet at home?" 11. Identify specific problem areas (e.g. child says instructor is unfair, keeps child in detention, gives extra homework, etc.) "Not really. She feels the work is too difficult." 12. Understand instructor's response to specific problem areas. "She needs the challenge." 13. Ask instructor about the child's behaviour or attitude in class. "What is her behaviour like?" 14. Understand instructor's answer about child's behaviour and attitude in class. "As I say, withdrawn but ... co-operative." 15. Hypothesize about causes. "Maybe she's worried about pleasing you." 16. Ask instructor about possible solutions to problem. "Do you think I should talk to her?" 17. Understand instructor's solution to problem. "Well, why don't we both talk to her?" 18. Express appreciation. "Sure. Let's try that and then we'll see ... thanks." 19. Take leave. "I'll be in touch."

SUMMARY OF SITUATIONS

"IT WAS A 20" COLOUR T.V.": IDENTIFYING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Tenant identifies needed repairs to landlord.	After a theft, victim identifies stolen items to police.	Neighbour identifies another neighbour's garden vegetables and fruit by way of complimenting the qualities and quantity.	Worker identifies on-the-job repair problem for supervisor.	Learner identifies problem encountered with assignment.	Parent identifies child's problem at school such as homework difficulties or a relationship with a teacher.
Cultural Notes (in native language if necessary)	1) Landlords are required to repair fixtures or furniture included in a rental agreement. 2) Tenants should inform landlords of needed repairs. 3) Tenants have the right of legal action via the Rentalsman for unattended repairs.	1) Police are public defenders. 2) It is a citizen's responsibility to report theft. 3) Police offer a free service to engrave an identification number on all household items.	1) It is appropriate to initiate a conversation with a neighbour. 2) Neighbours like to compliment you on your possessions and to be complimented on theirs.	1) It is appreciated when workers tell supervisors about any problem that could lead to greater efficiency at the workplace. 2) Any technical problem that is harmful to your health and safety should be reported to your supervisor and your shop steward.	1) Instructors can better assist you with your learning if you identify points that are causing you difficulty especially the point at which you stopped being able to do the assignment.	1) Express your own point of view and listen to the teacher's. 2) Teachers appreciate parents coming to visit them to discuss problems that the children may be having. 3) Teachers like to have friendly relationships with parents. 4) Teachers deserve respect but are not always authorities. 5) Teachers appreciate help from parents

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
						with the children.
Social Register	Neutral	Neutral	Informal	Neutral (may be informal)	Neutral	Neutral (not formal)
Vocabulary	Household items and fixtures that commonly require repair.	Commonly stolen household valuables.	Common garden vegetables and fruit.	Workplace machinery and parts.	Terms used in assignments.	Subject areas. Attitudes. Behaviour. Health.
Body Language	Point to the area that needs work.	Use hands to define size and shape. Point to places.	Point to produce.	Point to the problem area. Move fingers to show workings. Shrug. Nod understanding.	Shrug. Point to problem.	

Supplementary material on IDENTIFYING:

In Touch - Book 1, units 4 and 6; Book 2, unit 12; Book 3, units 2 and 4.

"I HAD AN OPERATION FOR APPENDICITIS IN 1972."

REPORTING (INCLUDING DESCRIBING AND NARRATING)

1. UNIT FOR FAMILY MEMBER ROLE.
2. LESSON PLAN FOR FAMILY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 2

FAMILY MEMBER

UNIT: "I HAD AN OPERATION FOR APPENDICITIS IN 1972."

Function	Reporting (including describing and narrating)
Situation	Person reports personal and medical information to receptionist/nurse at specialist's office.
Objectives	* 1. Understand the procedures involved in becoming a patient of a particular doctor. * 2. Use some of the vocabulary and expressions related to basic personal and medical information. * 3. Understand personal information questions. (name, address, height, etc.) * 4. Report personal information. * 5. Understand simple medical information questions. "How long has it been sore?" * 6. Report medical information. (allergies, dizzy spells, medication, etc.) * 7. Ask for clarification of personal/medical information questions. "Pardon?" 8. Understand requests for clarification of information reported. 9. Give clarification.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Reporting (including describing and narrating)

B. Role: Family Member

C. Situation: Person reports personal and medical information to receptionist/nurse at specialist's office.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand the procedures involved in becoming a patient of a particular doctor.
2. use some of the vocabulary and expressions related to basic personal and medical information.
3. understand personal information questions.
4. report personal information. (e.g. name, address, height)
5. understand simple medical information questions.
6. report medical information. (e.g. allergies, dizzy spells, medication)
7. ask for clarification of personal/medical information questions.

E. English Exponents: declarative sentences (productive) "I had an operation for appendicitis in 1972."
head clause containing verb of saying (to say), thinking, etc. + complement clause
(indirect speech) - (productive) "She thinks she's pregnant."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should have some competence with "wh" and "yes/no" questions. These can be taught as part of the lesson.

2. This lesson is to some extent an "across roles" lesson although the reporting function is introduced through the "family member" situation. Reporting is particularly easy to apply to new situations. It can also be broken down into reporting information and reporting events, as this lesson illustrates.

3. Instructors should remember to check if learners have a family doctor who speaks their own language. In many cases they will need to "report" at the doctor's office only in specialized situations. e.g. To a company physician during a pre-employment examination, to a first aid attendant, to an attending physician at emergency, during an evaluation for life or disability insurance purposes, or as a translator for a family member.

4. This lesson can be simplified by rewriting the dialogues. See the section on "Adapting the Lessons" in the INTRODUCTION of this curriculum.

5. REPORTING and CORRECTING/CLARIFYING are complementary.

6. Supplementary material on REPORTING:
(Giving Information) Book 1, units 5, 6, 7, 8 and 11; (Giving Information) Book 2, units 1, 4 and 9; (Narrating) Book 2, unit 10; (Giving Information) Book 3, unit 1; (Describing) Book 3, units 1 and 6 (talking about the future); (Giving Information) Book 3, units 3, 5, 7 (reporting what someone said), 8 (talking about immediate past) and 9.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to describe a situation.	Listening	PART 1: REPORTING PERSONAL INFORMATION. This lesson may arise, for example, out of some exercises in finding specialists in the yellow pages and in identifying medical specialists. OR A learner has an appointment with a (cardiologist). 1. Instructions: Listen to the tape. What is the situation? * * * * * * * Conversation: P = Patient R = Receptionist	
		P: Good morning. My name is Parmjit Dhalla. I have an appointment with Dr. Rossi at 2:00.	Tape of conversation and recorder.
		R: Right. Okay. This is your first time here, isn't it?	
		P: Yes.	Copy of conversation/clozed copy of conversation/copy of receptionist's side of dialogue.
		R: Okay then. I'll just get some information from you.	
		P: Okay.	
		R: Could you spell your name for me, please?	

P: P-A-R-M-J-I-T D-H-A-L-L-A.

R: Dhalla is your last name?

P: Yes.

R: Your address?

P: It's 23 Forsythe Avenue, Sarid.

R: And your telephone number?

P: 858-1112.

R: Okay. And your date of birth?

P: June 2, 1949.

R: Do you know how tall you are in metres?

P: Yes. I'm 1.31 metres.

R: And your weight?

P: Pardon?

R: How much do you weigh?

P: Oh. About 60 kilos.

R: And you've been referred by Dr. Lee?

P: Yes. I've been having heart palpitations.

R: Oh, right. I've got that down here. Are you on any medication at the moment?

P: Pardon?

R: Are you taking any medicine right now? Pills?

P: Oh. No.

R: Okay. And do you have your medical card with you?

P: Yes.

* * * * * * *

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Speaking Writing	Instructor elicits through questioning a description of the conversation. Learners describe situation. Guess at the kind of specialist Parmjit is seeing. More advanced learners write on board. e.g. Parmjit Dhalla is at the doctor's office. His name is Dr. Rossi and he is a cardiologist, a heart specialist. This is Parmjit's first visit to this doctor so the receptionist is getting some personal and medical information from her for her medical chart.	
Learners will be able to identify information being requested.	Listening Writing Speaking	Instructor elicits the information being requested, writing key words on board in list form. e.g. name (spell) last name address telephone, etc. 2. Instructions: Listen to the tape again. Listen for the questions containing the key words above. Play the tape over and over until: PRE-LITERATES can ask the questions and literates can write out the questions. For more basic groups, instructor might use a slot technique in which learners orally fill in the blanks as they listen. a) ______ ______ spell ______ name ______ ______, ______? b) ______ ______ ______ last name? etc.	

		_______ _______ been referred by Dr. Lee? and so on. Same type of activity could be done to elicit information reported by Parmjit. OR Group A has the questions on index cards. Group B has the information. Group A moves around questioning Group B members to find the answers to their questions.	Index cards with questions and information.
Learners will be able to report basic personal and medical information.	Speaking	3. Pair Activity: Learners adapt the conversation to apply to themselves and practise asking for/reporting personal and medical information. Each pair adds 1 or 2 additional questions (1 personal, e.g. "Do you have a work telephone?" and 1 medical, e.g. "Do you have any allergies?"). Learners make a list of the additional questions on the board. Each pair tapes one conversation (more advanced learner asking the questions). The group listens and evaluates several OR pairs exchange tapes for listening (if several tape recorders are available). Note to Instructors: Any number of additional activities as described in other units could apply to the previous conversation, e.g. cloze it/leave out key information/learners listen for key words and check them off as they heard the words.	Blank tapes, tape recorders.
Learners will be able to spell names and addresses.	Listening Writing	4. Dictation: Spelling names and addresses. Learners take turns dictating their names (saying and spelling) to the group. e.g. Learner No. 1 says... My first name is Chen. C-H-E-N. My last name is Lam. L-A-M.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Other class members write down each other's names. Same type of activity would be useful for addresses, names of family members, etc.	
Learners will be able to read and understand and fill out forms requesting some personal information.	Reading Writing	5. Form Filling: More advanced learners could make up a sample form, including some of the questions added by the group during the earlier activity. Instructor makes copies and learners fill it in. e.g. NAME _______________________________ Last First Middle Initial TELEPHONE Home: __________ Work: __________ ADDRESS _______________________________ Number Street City Prov. Postal Code PHYSICAL DESCRIPTION __________ __________ __________ __________ Height Weight Colour Eyes Colour Hair	
	All Skills	Learners may do some or all of these tasks: a) Make (practise saying, write or tape) questions for each item. e.g. "What colour are your eyes?" b) Exchange forms and in pairs, verify information using this structure, "Your name is ______?" "Your middle initial is ______?" (Practise intonation for this structure)	

		c) Tape the information as a description narrative. e.g. "His name is Hieu Nguyen. His telephone number at work is _______", etc. d) Add further items. (e.g. "marital status", "next of kin".) e) Brainstorm alternate terms for some of the items, e.g. last name = surname = family name address = mailing address birthdate = date of birth, etc.	
Learners will be able to report information in a variety of situations.	Listening Speaking	6. Contact Preparation: Reporting Personal Information Across Roles Brainstorm with learners for a list of communication situations where they would have to give personal information. e.g. Applying for: a) a job (names of former employers, references, certification information). b) a visa (nationality, details of immigration). c) a credit card (details of indebtedness, salary). d) an instructional driver's permit. e) to sponsor a relative (salary, details of expenses and family responsibilities). f) for financial assistance to take a vocational course. g) a loan or mortgage. Renting an apartment (names of previous landlords, previous addresses). Making an airline reservation. Opening a chequing account. Reporting an accident (sequence of events). Reporting a theft (descriptions of items, serial numbers). Reporting educational background. Enrolling child in school.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Instructor elicits information one might have to report, unique to the situation (as shown above). 7. Contact: In pairs, learners choose a situation, go out and do some of these tasks: (Note - choose only real situations - i.e. one should not make a fictitious airline reservation.) Task Card: Identify something you want to do (open a chequing account) or something you want to find out about (how to sponsor a relative). a) Something you want to do: Go there (to the bank) and do it (open an account). If you need to prepare, ask someone beforehand what information you will need to give. b) Something you want to find out about: Go there (to immigration) and ask what information you will have to give when you apply. a) & b) Both: Collect any forms which you will have to fill out, or which someone will fill out for you by asking you questions. Instructor should illustrate this task by going through one situation with the class, choosing a situation already experienced by a learner (e.g. there always seems to be at least one person who has gotten an instructional driver's license).	
	Reading Writing	8. Contact Follow-up: Compile a chart on the board, as follows:	

Situations:

	Chequing Account	Credit Card	Immigration	Visa
Spoken Info Needed				
Written Info Needed				

Listening
Speaking

Learners list the information on the chart. Those learners who have actually experienced the situation (some will have just made inquiries and collected forms), should reconstruct and tape their conversations for listening and identifying new kinds of information.

OR

Learners may exchange (application, enrollment) forms and develop conversations around them, turning form items (e.g. "Date Admitted") into questions (e.g. "When did you come to Canada?").

Learners will be able to understand dictated information and fill in forms.

Writing

Instructor takes one form, makes and distributes blank copies and dictates information to be filled in.

e.g.

EMPLOYMENT HISTORY				
Dates		Employer	Duties	Hours Per Week
June/80 Start	Dec./80 Finish	BBB Construction Prince George	Carpenter's Helper	35

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Tape says ... "Employment history. From June, 1980 to December, 1980 I worked for BBB Construction as a carpenter's helper. I worked 35 hours per week." and so on. This exercise works nicely into resume writing. More advanced learners might tape some of the information to be filled in on the other forms. e.g. - SPONSORSHIP OF APPLICATION BY A MEMBER OF FAMILY CLASS AND UNDERTAKING OF ASSISTANCE. - BRITISH COLUMBIA MOTOR VEHICLE TRAFFIC INCIDENT POLICE INVESTIGATION.	
Learners will be able to narrate and describe events.		PART 2: REPORTING AN INCIDENT 9. Learners are now familiar with the term "reporting" and they have been reporting personal information. This portion of the unit may be introduced by the instructor or may arise out of one of the situations dealt with earlier (e.g. reporting an accident or theft if that was a situation experienced by one of the learners). Ask groups to think about how this kind of reporting differs from reporting personal information.	
	Listening Speaking	Group A listens to Tape 1. Group B listens to Tape 2. Group A members pair up with Group B members and attempt to retell the incident in chronological order. Group B tries to reconstruct Tape 1 in detail, (either orally or in writing) and Group A tries to reconstruct Tape 2 in detail.	2 tapes and tape recorders.

Sample Tape 1: An Accident

Two months ago I had an accident. I was driving home from work one afternoon at about 3:00. Near Royal Oak, Canada Way curves to the right. Just after the curve, you can make a left turn onto Royal Oak. It's a dangerous corner. I came around the curve and the car in front of me was waiting to turn left onto Royal Oak so I stopped and waited behind it. Suddenly, I heard a screeching sound behind me. I looked in my rear view mirror and... I finally got out and called ... After about 5 minutes two police cars came and ... And so on.

Sample Tape 2: A Theft

I used to live in Toronto. When I first moved there I lived with a friend. After several months, I got my own place. It was not in a very nice section of town but I moved in anyway. One day I came home from work. My door was ajar. I opened it slowly and looked in. The lights were on. I was sure I had turned them off that morning. I walked (fearfully) into the living room and saw that everything was all over the place ... And so on.

All Skills

Learners could do some of these tasks:

a) Complete fill-in-the blank versions of the narratives.
b) Put jumbled up versions of the narratives into the proper order.
c) Circle all "time" words or phrases ("after", "2 months ago").
d) Circle sentences that show time sequence.
e) Underline sentences that describe something ("It's a dangerous corner.).
f) With a partner, take one of the narratives and turn it into a conversation, adding in questions and comments. Start like this ...

Tape 1:

A: Hi, Joan. Did you get a new car? I thought you liked your VW?

B: Well, I did but it was just written off by I.C.B.C.

A: You're kidding! What happened?

etc.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Tape 2: A: Have you ever been robbed? B: Yes, but not here. It was when I lived in Toronto. etc. Reporting is a function which fits easily into almost any language learning situation. Learners can ... a) Collect and keep a folder of forms, filling them out, or turning items into questions during spare time. b) Keep an index card file on information the learners are asked for as the course continues. c) Report on family events as they happen. d) Describe ethnic events. e) Keep diaries. f) Observe situations or places and describe what people look like, report on what they are doing.	
Learners will be able to recognize a variety of reporting situations.	Reading Writing	10. Matching Questions and Answers Instructions: Find the correct answers to the questions. Questions: a) Where is the rest of your family? Situation ____________________ b) What happened after you tried to fix it? Situation ____________________ c) And where do you have your account? Situation ____________________ d) Are you sure you locked the doors? Situation ____________________	Worksheet as shown.

e) What did he look like?
Situation ____________________

f) Will you be travelling alone?
Situation ____________________

g) What is the purpose of your visit?
Situation ____________________

h) What are your other interests?
Situation ____________________

i) Tell me about Korean schools.
Situation ____________________

j) Do you have any outstanding debts?
Situation ____________________

Answers:

1) Well I enjoy sports and music.
2) No. My husband will be going, too.
3) Yes. I remember checking them before I left this morning.
4) Well, they're very different from the schools here.
5) Yes. I owe Chargex about $750.
6) At the Royal Bank.
7) My sister is in Hong Kong. My parents are in Saigon.
8) Nothing. It still made a knocking sound.
9) Tall, about your height, with short, dark hair and sun glasses.
10) To visit friends.

Now write the situation under each question.
Learners could choose a situation and develop a conversation around it.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER

CONSUMER

Function	Reporting (including describing and narrating)
Situation	Person reports personal and financial information to loans officer.
	1. Understand the process involved in applying for a loan. 2. Know about different types of loans and interest rates. 3. Know that one must give precise, correct and complete information because bank will check out the information given. 4. Use some of the vocabulary and expressions related to loans. (terms of repayment, collateral, security, assets, liabilities, financing, guarantor, etc.) 5. Understand personal information questions related to financial situation. "Are you working?" "How long have you been employed there?" 6. Report personal information for each question. 7. Understand financial information questions regarding salary, current liabilities, monthly payments, family responsibilities, collateral, bank accounts held, references, property owned. "What is your annual gross salary?" 8. Ask for clarification of financial information questions. "Does that mean take home pay?" 9. Report financial information. "My gross income is $______." 10. Understand requests for clarification of financial information. 11. Provide clarification.

CITIZEN

Function	Reporting (including describing and narrating)
Situation	Person reports personal and family information to immigration officer regarding applying to sponsor a relative.
Objectives	1. Know process involved in sponsoring a relative. (where to apply, what procedure will be followed) 2. Know different classes of immigrants. (family class, assisted relative class, independent class) 3. Use some of the vocabulary and expressions related to immigration procedure and regulations. 4. Understand personal information questions. (name, country of origin, status) 5. Report personal information. 6. Understand family information questions regarding: - family already in Canada. - family members to be sponsored. 7. Request/understand information given about regulations, eligibility, sponsorship obligations, etc. 8. Understand financial situation questions. (income, expenses) 9. Give financial situation information.

COMMUNITY MEMBER

Function	Reporting (including describing and narrating)
Situation	Person reports details of an auto accident to police.
Objectives	1. Know the process police use to file reports. (interview people involved separately) 2. Know that one must carry documentation in the car at all times. 3. Use some of the vocabulary and expressions related to accidents, driving. (directions, speed, signals, damage vocabulary, road conditions) 4. Understand requests for driver's license, insurance and registration. 5. Understand additional personal information questions, (not on above forms) and questions about physical condition. "Who was driving?" "Have you had anything to drink?" 6. Report personal information and describe physical condition. 7. Ask for/understand clarification of police procedure. "What happens now?" "Do you call a tow truck?" "How do you decide whose fault it is?" 8. Understand request for narration of events. "Can you tell me what happened?" 9. Report events in sequence. "I turned the corner and while I was looking left, the car in front of me stopped." 10. Understand requests for clarification of events. (more detail, guesses as to other person's speed) 11. Report detail. 12. OPTIONAL: Express uncertainty, opinion.

WORKER

Function	Reporting (including describing and narrating)
Situation	Person reports details of previous work experience to personnel manager during job interview.
Objectives	1. Be familiar with job interview procedures. 2. Use some of the vocabulary and expressions related to job duties, skills, tools and equipment, job training. 3. Understand general questions about previous job experience regarding kinds of jobs, locations, types of workplaces, duties performed, machines operated. "What were your responsibilities?" 4. Report information about previous job experience. 5. Understand questions about specific capabilities and skills. "Do you do transmissions?" "Can you read blueprints?" "What kinds of materials did you work with?" 6. Describe capabilities and skills in detail. 7. Understand requests for clarification of information. 8. Give clarification.

LEARNER

Function	Reporting (including describing and narrating)
Situation	Person reports educational history to vocational counsellor.
Objectives	1. Know that vocational institutions have counselling services. 2. Know role of counsellor. (counsellor may or may not have decision-making authority) 3. Know that one should be prepared for interview with precise information, resume, documentation and references. 4. Use some of the vocabulary and expressions related to educational experience. 5. Understand questions about educational background regarding schools attended, subjects studied, vocational training, skills learned, degrees held. 6. Report information about educational background. 7. Provide Canadian equivalents if possible. (types of schools, grades, courses) 8. Understand requests for clarification of information reported. (more detail, give example) 9. Give clarification.

SUMMARY OF SITUATIONS

"I HAD AN OPERATION FOR APPENDICITIS IN 1972.": REPORTING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person reports personal and financial information to loan's officer.	Person reports personal and family information to immigration officer regarding applying to sponsor a relative.	Person reports details of an auto accident to police.	Person reports details of previous work experience to personnel manager during job interview.	Person reports educational history to vocational counsellor.	Person reports personal and medical information to receptionist/nurse at specialist's office.
Cultural Notes (in native language if necessary)	1) An applicant should be prepared with figures, names, references, pay stubs, etc. 2) Loan approvals are based on objective financial information as well as the officer's subjective evaluation of the applicant. An applicant must sell himself as in a job interview. 3) You must give	1) An applicant should first determine what immigration class the family member is in. 2) Applicants should go to the immigration centre in their area. 3) Immigration officers make subjective as well as objective decisions. An applicant should be well-prepared and familiar with	1) Police do not automatically file reports with insurance companies unless there is a dispute. 2) You must provide documents e.g. driver's license, insurance. 3) Police will call someone to pick you up if your car is out of commission.	1) One should bring documentation, references, and resume to interview. 2) Precision in giving information is valued. 3) Bringing a translator to an interview might leave a negative impression. 4) Projection of positive self-image is valued. 5) One should ask questions about the job, the workplace,	1) One should bring documentation, references, and resume to interview. 2) Precision in giving information is valued. 3) Bringing a translator to an interview might leave a negative impression. 4) Projection of positive self-image is valued. 5) One should ask questions about the course or program being	1) A patient will have to give information and present medical condition with every new doctor. 2) You may have to fill out the form yourself. 3) Medical information is confidential. 4) A patient should be prepared to give information about current medication or treatment.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	complete and precise information.	the regulations before an interview. 4) An applicant should be clear on the obligations of sponsorship.		future opportunities, etc. 6) One should be prepared with details of work experience.	considered.	
Social Register	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Vocabulary	Personal I.D. House and Home Money Financing Terminology Terms Describing Expenses	Personal I.D. Family Terms House and Home Money Profession or Occupation Countries and Places Entering and Leaving a Company	Personal I.D. Driving Terms Emergency Services	Personal I.D. Intended Profession or Occupation Likes & Dislikes Countries and Places Terms Related to Skills	Personal I.D. Intended Profession or Occupation Likes & Dislikes Schooling	Personal I.D. Health and Welfare Names of Medication Terms Related to the Medical Specialty
Body Language	Wait to be seated. Shake hands on introductions and/or leaving (optional).		Point to places if you're at the scene.	Wait to be seated. Don't smile unless invited to. Shake hands on introductions and/or leaving (optional).		

Supplementary material on REPORTING:

In Touch - (Giving Information) Book 1, units 5, 6, 7, 8 and 11;
(Giving Information) Book 2, units 1, 4 and 9;
(Narrating) Book 2, unit 10;
(Giving Information) Book 3, unit 1;
(Describing) Book 3, units 1 and 6 (talking about the future);
(Giving Information) Book 3, units 3, 5, 7 (reporting what someone said), 8 (talking about immediate past) and 9.

"SO, NEVER ON AN EMPTY STOMACH."

CORRECTING/CLARIFYING

1. UNIT FOR FAMILY MEMBER ROLE.
2. LESSON PLAN FOR FAMILY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

FAMILY MEMBER

UNIT: "SO, NEVER ON AN EMPTY STOMACH."

Function	Correcting/Clarifying
Situation	A person asks for clarification of a prescription label from a pharmacist.
Objectives	1. Know that it could be harmful to treat current sicknesses with medication prescribed in the past (for someone or something else). 2. Know that it is the doctor who recommends the medication and dosage and not the pharmacist. 3. Know what information is on a prescription label such as: name, date, identifying number, name of doctor, name of pharmacy, dosage. 4. Know that a medication should be taken as long as the prescription says. Do not discontinue if "symptoms" abate because the sickness or condition may not really be "cured". 5. Use the vocabulary of kinds of medication (tablet, capsule, syrup, salve). 6. Use the vocabulary of kinds of containers (bottle, tube, jar, box). 7. Use the vocabulary of amounts (teaspoon, a drop, sparingly). * 8. Ask for explanation of directions. "What does this mean?" * 9. Understand pharmacist's explanation of dosage. "Take one before each meal." * 10. Ask for clarification of pharmacist's explanation regarding vocabulary, time, dosage, side effects. "Is that twice a day?" * 11. Understand explanation regarding directions. "No, that is three tablets a day." * 12. Restate explanation to confirm understanding. "Three tablets a day." * 13. Understand confirmation or further clarification. "That's right." 14. Express gratitude. "Thanks very much."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Correcting/Clarifying

B. Role: Family Member

C. Situation: A person asks for clarification of a prescription label from a pharmacist.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. ask for explanation of directions.
2. understand pharmacist's explanation of dosage. "Take one before each meal."
3. ask for clarification of pharmacist's explanation. "Do you mean two a day?"
4. understand explanation regarding directions. "No. I mean three tablets a day."
5. restate explanation to confirm understanding. "Three tablets a day - one before breakfast, one before lunch and one before dinner. Is that right?"
6. understand confirmation or further clarification. "That's right."
7. express gratitude. "Thanks very much."

E. English Exponents: declarative sentences (productive) "It's in tablet form."
indirect speech (productive) "He says that you should take one a day."
no (adverb) (productive) "One a day. No more?"
negative sentences with not (productive) "It isn't twice a day. It's once a day."
sentences containing the negation words never, no (adjective) nobody, nothing (productive) "So, never on an empty stomach."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
    - a) have reading levels high enough to understand the instructions written on prescription labels. Abbreviations may need to be taught.
    - b) know numbers, dates, times of day (morning, etc.).
    - c) know adverbs of time (once, twice, 3 times).
    - d) know vocabulary of forms of medication (tablet, capsule, syrup, salve, drops).
    - e) know vocabulary of kinds of containers (bottle, tube, jar).
    - f) know vocabulary of amounts (teaspoon, a drop, sparingly).
    - g) have some concepts of prescription - a doctor prescribes medication and dosage and a pharmacist sells it.
        - prescription instructions must be followed as written.
        - prescriptions are for a particular person and must not be taken by others.
        - medications cause different reactions or side effects. A pharmacist should be consulted.

(Note: Many of the above may be taught as part of the lesson. They are not included here.)

2. The questions of prescription medication vs. folk medicine might be discussed as part of the lesson. Home remedies for common ailments could be shared.
3. Correcting and clarifying should be a part of every lesson.
4. Supplementary material on CORRRECTING/CLARIFYING:
   In Touch - Book 3, unit 12.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to comprehend tasks for their first assignment.	Listening	1. Pre-contact Activity: Explain how the contact assignment fits in the context of the communicative situations; that is, what they will be able to do at the end of the series of lessons and the skills they will develop. 2. Learners will listen to the following tasks on the tape and, after each task, discussion and explanation will take place to clarify the tasks. Tasks: a) Where is your pharmacy? b) What part of the store does the pharmacist work in? c) Where does the pharmacist stand when talking to the customer? d) What kinds of medicines can you buy without talking to the pharmacist? e) What do people give the pharmacist before they get their medicine? f) Does the pharmacist tell them anything after giving them their medicine? g) What does the pharmacist ask the customer?	Tape recorder and pre-recorded questions.

Learners will be able to: 1) compare with their native cultures the process by which we get medicine, the setting for doing so and expectations of them in this situation. 2) identify vocabulary and formulae used in the situation.	Listening	3. Contact: Explain to the learners the objectives of the contact assignment - what they will be able to do at the end of it and how this fits into the total context of the communicative situation. 4. This will be a passive contact in observation and will not include any interaction with native speakers unless the learners desire so. 5. Send learners out in pairs and, if possible, assign each pair to a different pharmacy. Explain to them that they should work in pairs and not combine to form a larger group. 6. Try to pair a literate learner with a pre-literate learner. 7. It is not necessary to assign all the tasks. Choose ones appropriate to the learners' level. 8. Tell learners what will be expected of them in the follow-up.	List of field locations for contact (optional).
Learners will be able to: 1) discuss their contact assignment. 2) compare experiences.	Speaking	9. Follow-up: Learners should be able to give oral answers to the questions in the assigned tasks. 10. Learners should be prepared to discuss differences among their experiences.	Blackboard and chalk.
Learners will be able to: 1) generate their own vocabulary list. 2) practise vocabulary for the situation.	Speaking Writing	11. Introduction to Vocabulary: Have the learners generate a set of vocabulary from the contact. These should be put up on the blackboard and the pronunciation, meaning, stress and intonation of each word should be taught. Preliterates and literates, alike, should practise writing these words out. If language master or tape recorder is available, put the words on cards or tape, so that the learners can practise recognizing and speaking the words.	Blackboard and chalk. Language master or tape recorder.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		12. The instructor uses a set of picture cards or the actual items to teach vocabulary that relates to the situation. The learners take turns being the instructor and having other learners call out the name of the picture item and use the tape recorder or language master for extra practice.	Picture or actual cards of items from a pharmacy.
Learners will be able to: 1) identify questions from a taped dialogue. 2) differentiate between information questions and clarification questions. 3) identify key words and phrases in the dialogue by successfully completing them.	Listening	13. Listening Comprehension: Use two or more tapes of a similar, but slightly different interaction. * * * * * * * Tape 1 P = Pharmacist C = Customer P: Here's the prescription, that'll be $4.95. C: Thank you. Could you explain the directions for me please? P: Yes. Tell your wife to take 1/2 a tablet every 6 hours. She should take each tablet with a glass of milk and should finish all the tablets before she goes to see the doctor again. Also, tell her not to drink any liquor while she is on the medication. C: Excuse me, did you say one tablet every 6 hours? P: No. 1/2 a tablet every 6 hours. You can cut them in half with a small knife. C: And how should she take the tablet? P: With a glass of milk. C: When should she see her doctor again? P: When she finishes all the medication. C: I didn't understand what you said about the liquor. P: She should not drink any liquor while she is on the medication.	Tape recorders. Pre-recorded taped dialogues.

C: So, she should take 1/2 a tablet every 6 hours with a glass of milk, finish all the medication before she sees her doctor again and not drink any liquor while she is taking this medication.

P: That's right.

C: Thank you very much.

Tape 2

P: Here's the prescription. It costs $5.00.

C: Thank you. Could you explain the directions to me please?

P: Of course. Tell your wife to take one tablet before every meal. That's three tablets a day. Take all the tablets before she goes to see the doctor again. If she has any problems, phone her doctor right away.

C: When does she take the tablets?

P: One before every meal. Three a day.

C: When does she see her doctor again?

P: When she has finished all the tablets. But if there's a problem, she should see her doctor right away.

C: What type of problem?

P: Oh, if she gets dizzy, vomits or feels very tired.

C: Okay. Thank you.

* * * * * * * *

14. Learners first listen to the tapes in small groups (one tape to a group).

15. Groups then listen to their tapes and identify:

    a) questions asked by pharmacist.
    b) questions asked by customer.

Members of the group will assist each other. Expect much discussion.

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
16. Have learners write the questions on the blackboard. Compare the questions from the two tapes. Learners identify which questions were asked for further explanation/clarification.

17. Have learners return to their original groups and listen to the tape again.

18. Have them pick out the answers to the questions.

19. Learners do a fill-in-the-blank exercise of the answers. You may blank out words which deal with notions of number, dosage, frequency or effect.

So, she should take ______ tablet every ______ hours, with a glass of milk.

20. Switch tape among the groups and do steps 17 through 19 again.

21. Pair learners and have them check each other's work as a reading exercise.
</td><td>Blackboard and chalk.</td></tr>
<tr><td>Learners will be able to:
1) read prescription labels.
2) identify key pieces of information from each label.
3) assist each other in identifying key information.
4) practise identifying key information from a variety of prescription labels.</td><td>Reading
Writing</td><td>
22. Reading and Writing

Learners are given sheets designed as follows:

<table>
<tr><th>Name of Person Taking Drug</th><th>Date of Prescription</th><th>Name of Drug</th><th>Dosage</th><th>Frequency (How Often)</th><th>Side Effects</th><th>Other Information on Label</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td><td>Worksheets of categories of prescription information.</td></tr>
</table>

depending on their individual mastery level, write key information from prescriptions in appropriate columns on a worksheet.		23. On an overhead, posters or blackboard, the instructor displays a series of prescription labels. 24. The instructor asks whichever of the following questions are relevant about each of the labels: a) Who is this prescription for? b) When was the prescription filled? c) What is the name of the drug? d) How many pills (capsules, tablets, teaspoons) does the person have to take? e) How often does the person have to take them? f) What effects can the drug produce? g) What do you do if these effects occur? h) What does this drug do? i) What is this drug used for? j) What else does the label say? 25. Learners fill in the worksheets either individually or after a class discussion, depending on their level of mastery. 26. The class is divided up into small groups (3-5 persons in each group), with a leader assigned to each group. They are given another series of prescription labels and do steps 24 and 25 (as above).	Overhead or posters of prescription labels (or blackboard and chalk). Worksheets (as above). Set of prescription labels.
Learners will be able to: 1) generate their own dialogue for the situation including clarifying questions. 2) rehearse the roles of pharmacist and customer in the situation.	Speaking	Role Play 27. Learners are paired. 28. Each pair is given one copy of a picture story showing a person getting a prescription filled at a pharmacy. 29. The learners generate a dialogue to suit the situation in the picture story. Each dialogue should have a correction or clarification in it. 30. Each pair practises role playing the story making sure body language is appropriate. The instructor may go around the classroom assisting the learners.	Class set of a picture story of a person getting a prescription filled.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		31. Each pair role plays their story for the rest of the class. 32. After each role play, the class comments on what they observed.	
Learners will be able to: 1) ask a pharmacist to provide information about prescription and non-prescription drugs. 2) ask clarifying questions of the pharmacist to make sure they have the right information. 3) record the right information about each drug.	Speaking Listening Reading Writing	Contact: 33. Learners are given a list of items which are available at pharmacies. 34. They are instructed to go individually (after school or work) to a pharmacy and find out which items on the list are prescription and which items are non-prescription. 35. The learners practise asking either the pharmacist or a clerk: a) Is _______ a prescription drug? b) Is _______ a non-prescription drug? c) What is _______ for? 36. When the learners return to class the next day, they must be prepared to explain whether they are prescription or non-prescription items, what the items are used for, the dosage and any side effects.	Worksheets indicating items to be used in the contact and information to be gathered.

List of Items:	Prescription	Non-prescription	Used for	Dosage	Side Effects
Gravol					
Aspirin					
Vitamins					
Decongestants					
292's					
Penicillin					
Cough Syrup					
Laxatives					
Rubbing Alcohol					
Iodine					

Add some
medical names

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER

CONSUMER

Function	Correcting/Clarifying
Situation	A person clarifies for the bank clerk the information on the deposit slip.
Objectives	1. Know that bank tellers prefer you to fill in your own deposit slips. 2. Know about different kinds of deposit slips and which one is appropriate for your account. 3. Fill out deposit slip. 4. Clarify/correct questions regarding information on slip. "Do I put cheques here?" 5. Express precisely what transaction you want and which accounts you wish to use. "I want to deposit this to chequing and this to savings." 6. Understand teller's instructions on how to fill out slip correctly. "Put the amount of the cheque here and the amount of the cash here." 7. Interrupt and question teller if necessary. "Here? or here?" 8. Understand request to initial or sign slip after a change on slip has been made. "You changed the total so you need to initial the change." 9. Express appreciation. "Thanks."

CITIZEN

Function	Correcting/Clarifying
Situation	After a burglary, a victim corrects/clarifies information given about burglary and clarifies investigation procedures with the police officer.
Objectives	1. Know that the police will want to know narration of events. 2. Know the vocabulary of household items. 3. Know that the police will ask for description and value of items taken. 4. Understand questions about personal information. 5. Give personal information (name, address, telephone number, who lives in the house). 6. Understand questions about what happened. "What happened?" 7. Narrate what happened. "I went to the movies and came home around 9:00 and the front door was open." 8. Understand clarifying questions regarding time. "What time did you leave?" 9. Answer clarifying questions regarding time. "I left at 6:30." 10. Identify and describe what was taken. 11. Understand questions about what was taken. 12. Understand questions about value of items taken. "How much was it worth?" 13. Answer questions about value of items taken. 14. Understand questions about exits and windows. "Were they locked?" 15. Answer questions about exits and windows. 16. Understand clarifying question. "Were they all locked?" 17. Clarify. "Yes, I'm sure they were all locked." 18. Understand police officer. "If you can think of anything else, please call." "We'll be getting in touch with you." 19. Take leave. "Bye."

COMMUNITY MEMBER

Function	Correcting/Clarifying
Situation	A person corrects/clarifies the information about child with day care worker while registering child for another session.
Objectives	1. Know that it is your responsibility to check if information on your record is accurate or not. 2. Understand questions confirming that child has previously attended day care. "Has ______ attended day care before?" 3. Confirm child has previously attended day care. "Yes." 4. Understand question regarding validity of information on old registration form. "Is this your correct address?" 5. Recognize any differences with current information. 6. Confirm/correct old information. "No, we've moved to 2967 Cumberland Street." 7. Understand questions regarding time which you wish child to attend. "What time would you like ______ to attend?" 8. Answer questions regarding attendance. "We'll______ be here five days a week." 9. Understand information given regarding fee payment. "That is $______ a month." 10. Ask clarifying questions regarding fee payment. "Do I pay in advance?" 11. Ask if there is any change in day care procedure. "Is the program the same as before?" 12. Understand new information regarding changes in day care procedure. "Well, now we arrange at least two outings a week." 13. Clarify new information received. "Is that within this area?" 14. Express gratitude. "Thanks."

WORKER

Function	Correcting/Clarifying
Situation	A restaurant owner corrects/clarifies information about a delivery order, with the delivery man.
Objectives	1. Know that mistakes are sometimes made in invoices. 2. Understand questions regarding confirmation that invoice is in order. "Is this okay?" 3. Correct/go over checklist (invoice) with delivery man. 4. Point out mistake on invoice to delivery man. "There's a mistake here." 5. Clarify original order. "I ordered 12 dozen, not 12." 6. Request adjustment of invoice. "Can you change that please?" 7. Understand request for new order. "Make out a new order please." 8. Reclarify new order with delivery man. "Yes, that's more like it." 9. Ask delivery man for his signature on adjusted invoice. "Sign here please." 10. Part company amiably.

LEARNER

Function	Correcting/Clarifying
Situation	A learner clarifies the instructor's directions for another learner who has misunderstood.
Objectives	1. Know that English should be spoken in the classroom. 2. Know that you can ask fellow classmates for help. 3. Ask for classmates' help to understand instructions. "What do we have to do?" 4. Understand questions clarifying what has not been understood. "What don't you understand." 5. State how much has been understood or how much has not been understood. "I understand this but I don't understand this." 6. Interrupt and ask for further clarification. "Can you explain this again?" 7. Understand further explanation and questions confirming understanding. "You answer these questions. Do you understand?" 8. Restate explanation to confirm understanding. "I see. I answer these questions." 9. Express gratitude. "That helps. Thanks."

SUMMARY OF SITUATIONS

"SO, NEVER ON AN EMPTY STOMACH.": CORRECTING/CLARIFYING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A person clarifies for the bank clerk the information on the deposit slip.	After a burglary a victim corrects/clarifies information given about burglary and clarifies investigation procedures with the police officer.	A person corrects/clarifies the information about child with day care worker while registering child for another session.	A restaurant owner corrects/clarifies information about a delivery order, with a delivery man.	A learner corrects/clarifies the instructor's directions to another learner who has misunderstood.	A person asks for clarification of a prescription label from a pharmacist.
Cultural Notes (in native language if necessary)	1) Signatures must be precise. 2) Tellers are usually willing to teach you how to fill out the forms or do it for you. 3) Any change you make must be initialled.	1) Police will repeat what you say; at this point it is appropriate to interrupt in order to clarify. 2) Police will interrupt you if you contradict yourself and ask for clarification. 3) Police will cross examine information given. 4) You must give the best pos-	1) Rules/procedures can change. 2) Understand parents responsibilities to day care. 3) You may be asked to sign a release form. Make sure you understand it.	1) Check all invoices. Mistakes are often made. 2) The person making the mistake usually bears the financial burden of correcting the mistake.	1) You can ask others for help. 2) There is no shame in not understanding. 3) Know when it is okay to talk to another learner.	1) Prescriptions are given by the doctor to be filled by the pharmacist. 2) Instructions are on the label. 3) It is important to understand and follow instructions. 4) Other medications, called non-prescription drugs can be bought off the shelf. 5) Ask the pharmacist about

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
		sible description to the police in order to satisfy your insurance company. The insurance company will use the police report in order to settle your claim. 5) Police may talk to neighbours and then come back for more information. 6)Police may want to know about any patterns of crime in your neighbourhood. 7) Police may ask questions that will reveal a pattern in your lifestyle that burglars might have been aware of. 8) Police may ask questions about personal and neighbourhood crime pre-				possible side effects. 6) Folk medicines and prescription medicines are not always compatible. Check with a physician.

		vention measures. 9) Be aware that police may not treat all crime victims the same.				
Social Register	Informal	Formal	Informal	Informal	Informal	Formal
Vocabulary	Banking Terms	Commonly stolen household valuables	Terms related to filling out forms Terms related to day care facilities Terms related to pre-school children	Terms related to weights, quantities, measurements, prices Terms related to food and drink Adjectives related to the condition of food or goods	Terms related to procedure Terms related to sequence Common terms used in classes	Names of medication Terms dealing with dosage Terms dealing with side effects Adverbs of time
Body Language	Point to the information being discussed. Watch facial expressions of clerk for verification of your question.	Eye contact to check for verification.	Eye contact to check for verification.	Eye contact to check for verification.	Eye contact to check for verification. Point to the information being discussed.	Eye contact to check for verification. Point to the label.

Supplementary material on CORRECTING/CLARIFYING:

In Touch - Book 3, unit 12.

"WHOSE CREW WERE YOU ON?"

ASKING

1. UNIT FOR WORKER ROLE.
2. LESSON PLAN FOR WORKER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 4

WORKER

UNIT: "WHOSE CREW WERE YOU ON?"

Function	Asking
Situation	Employee asks supervisor to explain deductions on a pay cheque.
Objectives	* 1. Understand that it is all right to ask a supervisor for help. * 2. Use key vocabulary items from pay cheque (including abbreviations such as CPP, UIC, etc.). * 3. Request supervisor's assistance. "Could you help me for a couple of minutes?" * 4. State the problem. "I don't understand these deductions from my pay cheque." * 5. Specify deductions not understood. "What does this mean?" * 6. Comprehend questions regarding deductions not understood. "Did you take time off?" 7. Understand explanations given by the supervisor. "C.P.P. means Canada Pension Plan." 8. Ask for clarification of explanations. "Does it mean ______?" "Do you mean that ______?" 9. Understand the clarification. 10. Express appreciation.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Asking

B. Role: Worker

C. Situation: Employee asks supervisor to explain deductions on a pay cheque.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand that it is all right to ask a supervisor for help.
2. use key vocabulary items from pay cheque (including abbreviations such as C.P.P., U.I.C.).
3. request supervisor's assistance. "Could you help me for a couple of minutes?"
4. state the problem. "I don't understand these deductions from my pay cheque."
5. specify deductions not understood. "Why did they take off $14.32 here?"
6. comprehend questions regarding deductions not understood. "Did you take off any time last month?"

E. English Exponents: interrogative sentences (yes/no questions) (productive) "Is this right?"
declarative sentences + question intonation (receptive) (question intonation) "See what that's for?"
question-word sentences with: when, where, why, what (pronoun) which (pronoun) who, what (adjective) which (adjective) how far/much/long, etc. (productive) "Which week is this for?" "How often do I pay union dues?"
whose (pronoun + adjective) (receptive) "Whose crew were you on?"
question - tags, type: You aren't afraid,are you? (receptive)"You're getting dental insurance, aren't you?"
tell me + sub clause (productive) "Tell me what this is."
about + NP (productive) "I want to talk to you about my deductions."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:

   a) be able to understand and use basic "wh" questions.
   b) have basic calculating skills.
   c) be familiar with their payroll system.
   d) know enough vocabulary and formulae to produce a simple dialogue.

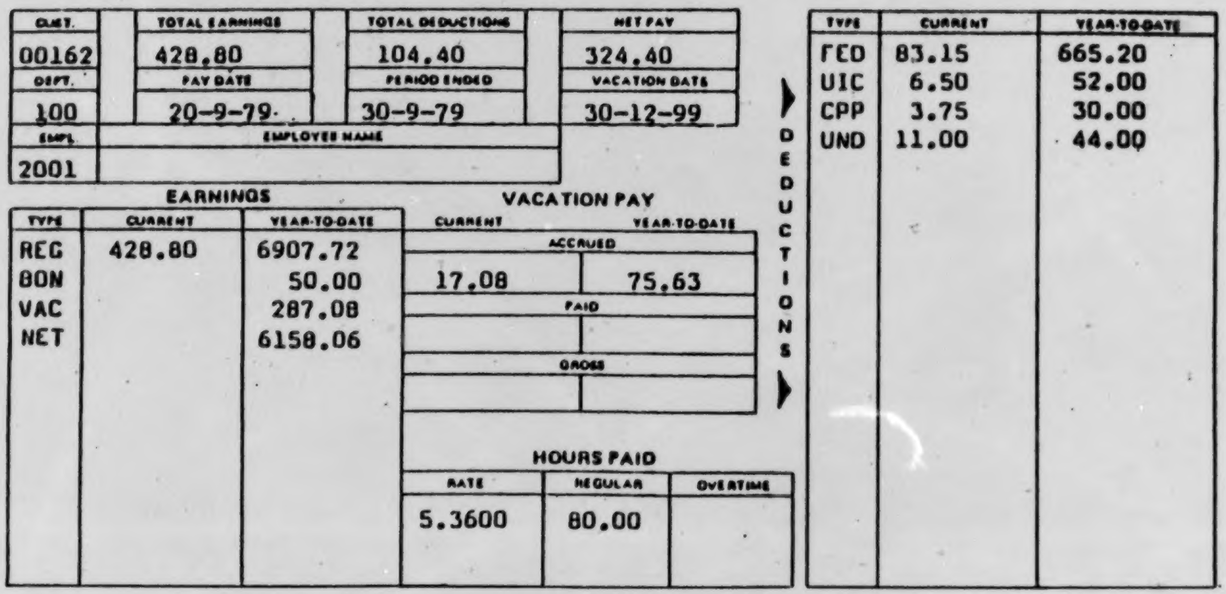
2. This lesson assumes that the learners are employed or job oriented. If not, work through another role.

3. This lesson arises out of the expressed need of a student to understand a pay cheque.
4. Union contracts called MASTER AGREEMENTS are available through locals or union shops (e.g. I.W.A., Service Employees International).
5. Students should be given the opportunity to photocopy their own pay cheque stubs and, if they wish, "white-out" information that identifies them.
6. Typical problems with pay cheques might be:

   a) payroll makes mistakes on calculations.
   b) the rate at which a worker has been paid is wrong.
   c) a person worked a lot of overtime and this put him into a higher tax bracket and his tax deduction has been made as if he earned that amount all year.
   d) a company will be on a system of paying one week later than the period just completed, so, therefore, overtime for the current week will not appear on the cheque.
7. Supplementary material on ASKING:
   In Touch - Book 1, units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12; Book 2, units 1, 3, 4, 6, 7, 9 and 12; Book 3, units 1, 2, 3, 5, 6, 8, 9, 10 and 11.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify the meanings of terms on a pay cheque stub.	Reading	1. Preparation: Learners are requested to bring their own pay cheque stubs to the next class.	
		2. Learner with a problem regarding pay cheque shows the stub to the class and identifies the problem.	Simple pay cheque stub.
		3. Instructor and class identify abbreviated forms and other categories on the stub.	Blackboard and chalk.
		4. Each learner receives a copy of the pay cheque stub and identifies meanings of abbreviations.	Worksheet.



CUST.	TOTAL EARNINGS	TOTAL DEDUCTIONS	NET PAY
00162	428.80	104.40	324.40
DEPT.	PAY DATE	PERIOD ENDED	VACATION DATE
100	20-9-79	30-9-79	30-12-99

EMPL.	EMPLOYEE NAME
2001	

EARNINGS

TYPE	CURRENT	YEAR-TO-DATE
REG	428.80	6907.72
BON		50.00
VAC		287.08
NET		6158.06

VACATION PAY

	CURRENT	YEAR-TO-DATE
ACCRUED	17.08	75.63
PAID		
GROSS		

HOURS PAID

RATE	REGULAR	OVERTIME
5.3600	80.00	

DEDUCTIONS

TYPE	CURRENT	YEAR-TO-DATE
FED	83.15	665.20
UIC	6.50	52.00
CPP	3.75	30.00
UND	11.00	44.00

A) REG
B) BON
C) VAC
D) FED
E) UIC
F) CPP
G) UND

a) UNEMPLOYMENT INSURANCE CANADA
b) UNION DUES
c) CANADIAN PENSION PLAN
d) BONUS
e) VACATION PAY
f) FEDERAL TAX
g) REGULAR PAY

For those who cannot read, a taped explanation of each abbreviation must be available.

5. Learners look for other acronyms and abbreviations on their own pay cheques which they do not yet understand.

Taped definitions.

Each learner has brought his own pay cheque stub.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to inquire about the meaning of abbreviations and acronyms on their pay cheques.	Speaking	6. Learners practise questions they will need in order to inquire about the terms not yet identified such as: "What does this mean?" "What's this?"	
		7. Learners move around the room asking each other to identify terms which they do not yet understand.	
		8. Contact Assignment: Some learners go out to the school office or agree to ask at work or phone their payroll office to inquire about the terms not yet identified.	
		9. In pairs, more advanced learners can brainstorm for variations on the question: "What does this mean?	Paper and pencil or blackboard and chalk.
		10. Photocopy a class set of the following terms and their definitions and cut them up.	

EARNINGS	The amount of money you have made
DEDUCTIONS	Money taken off
BONUS	Extra money received
VACATION PAY	Pay received for holiday time
FEDERAL TAX	Money deducted for the Canadian government

UNEMPLOYMENT INSURANCE CANADA	Money taken off for those who are between jobs
CANADIAN PENSION PLAN	Money paid while you are working so that when you retire you have some income
UNION DUES	Money paid to your union
NET PAY	The pay after deductions
GROSS PAY	The pay before deductions
OVERTIME	The pay received for working more than 8 hours in one day
RATE	The amount paid to a worker for one hour

11. In pairs, one learner receives a set of terms and the other learner receives a set of definitions. By questioning each other, the pair must match the terms and their definitions.

12. PRE-LITERATES: Those who cannot read can do the same exercise using two sets of language master cards - matching the terms on one set of cards with the definitions on the other set.

Language master cards of terms and definitions.

Learners will be able to identify key terms and phrases about pay cheque deductions which they will hear on a tape.

Listening

13. Listening Exercise:

Preparation: Teacher sets the scene.

e.g. "You are going to hear a conversation between a worker and a supervisor. The worker is asking his supervisor about his pay cheque."

Prediction

a) What are some of the words you might hear?
Students brainstorm and teacher writes them on the board.
b) Guess one question the worker might ask.

Tape recorder and pre-taped conversation.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		c) How do you think the worker will: i. begin the conversation? ii. end the conversation? * * * * * * * * Conversation: W = Worker S = Supervisor W: Excuse me, Mr. Caveletti. I have some questions about my pay cheque. May I speak with you for a moment? S: Yes, okay. What's the problem? W: Well, first of all, I don't understand this ... C.P.P. S: C.P.P.? Oh, that's Canada Pension Plan. W: Canada Pension Plan? S: Yes. It's money paid while you are working so that when you retire you will have some income. W: Oh. I see. I'll get it back? S: Yes. When you're about 65, I think. W: Oh. I see. Okay. And I don't think this overtime is right. S: Oh, okay. Well, how many hours overtime did you work last pay period? W: 2 hours last Tuesday and 2 hours the Thursday before that. S: Okay. And your rate is $5.60 an hour now? W: No. I'm getting $5.80 an hour. S: Oh, okay. So that's 4 hours overtime at time and a half which is 4 times $8.70, so let's see now - that's $34.80, and you got $17.40. It looks like payroll made a mistake. Are you sure you put it down on your time sheet? W: Yes. I think so.	

		S: Okay. I'll check for you and get back to you. W: Okay. Thanks very much. I appreciate it. S: No problem. * * * * * * * 14. In small groups, learners listen to the tape in order to check their answer to 13 (a-c). Discuss similarities and differences. 15. Learners summarize the conversation orally.	
Learners will be able to write key words and phrases from a taped dialogue.	Reading Writing	16. Learners complete the fill-in-the-blank exercise by listening to the taped conversation. * * * * * * * W: Excuse me, Mr. Caveletti. I have some questions about my _______. _______ for a _______? S: Yes, okay. What's the problem? W: Well, first of all, I don't understand this ... _______. S: C.P.P? Oh, that's Canada Pension Plan. W: Canada Pension Plan? S: Yes. It's money paid while you are working so that when you retire you will have some income. W: Oh. I see. I'll _______? S: Yes. When you're about 65, I think. W: Oh. I see. Okay. And I don't think this _______ is right. S: Oh, okay. Well, how many hours overtime did you work last pay period? W: _______ last Tuesday and _______ the Thursday before that. S: Okay. And your rate is $5.60 an hour now? W: No. I'm getting _______ an hour.	Worksheet of taped conversation as shown here.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		S: Oh, okay. So that's 4 hours overtime at time and a half which is 4 times $8.70, so let's see now - that's $34.80, and you got $17.40. It looks like payroll made a mistake. Are you sure you put it down on your time sheet? W: Yes. I think so. S: Okay. I'll check for you and get back to you. W: Okay. Thanks very much. I _______ it. S: No problem. * * * * * * * * Instructor then mixes up missing words and writes them on the blackboard to assist those who require aid. Learners may play the tape as much as they need to in order to complete the exercise. 17. The same procedure can be followed using different blanks for the same dialogue. Variation: While the instructor is working with a less advanced group, advanced learners may be given a half dialogue with supervisor's part or portions of worker's part omitted entirely. In pairs, they work to fill in the missing portions without listening to the tape. They then listen to the tape and compare their answers.	Worksheet of 1/2 dialogue.
Learners will be able to identify appropriate "openers" to use with supervisor.	Listening	18. Learners, as a large group, small group or individually, listen to the questions and identify the ones which are appropriate as openers with supervisors. Listen to these 8 questions. Write the numbers of the questions you would use when you want to talk to your supervisor at work. We call these questions "openers" because we use them when we want to "open" or begin a conversation. a) Could I speak to you for a few minutes? b) Would you come here for a minute?	Taped questions or presentation by instructor.

		c) Would you like to come over for dinner tonight? d) May I ask you about my overtime pay? e) Can I see you for a moment? f) May I help you? g) Are you free for a few minutes? h) Are you busy? I have a problem with my pay cheque.	
Learners will be able to open a conversation using key words as a stimulus.	Speaking	19. Learners practise using these key words to open a conversation. Could/speak May/ask/overtime? Can/see/moment?	
Learners will be able to identify statements and questions which show purpose.	Listening	20. Instructor explains that it is sometimes more appropriate or polite to use a question form to tell a supervisor what you want. Learners, in large group, small group or individually, listen to a list of statements such as the following and identify those which show purpose. Listen for sentences that politely tell the supervisor what you want. a) I'd like to ask about my deductions. b) This isn't my pay cheque. c) Can you explain these deductions to me please? d) I don't understand this. Can you help me? e) Why is this less than last month? f) I worked 5 hours overtime last week. g) What is this for? h) I've been sick for two weeks. i) Could you tell me why my MSP is more than my brother's?	Tape or instructor presentation.
Learners will be able to select from a group of responses the appropriate response to specific questions.	Reading Listening Speaking	21. Paired Activity: Person "A" gets a list of questions; person "B" gets the answers. Without showing their printed questions or answers to the other, "A" asks the questions and "B" responds with the appropriate answers. Then they switch roles. Person "A" a) You worked overtime last week, didn't you? b) What is your hourly rate? c) Did you take any time off?	Worksheets for A and B.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		d) Did you take any sick time? e) Have you been here long enough to get sick pay? Person "B" 1) I left 3 hours early one day to meet my sister from Hong Kong at the airport. 2) I get $5.26 an hour. 3) I worked 4 hours extra. 4) I've worked here for one year, full time. 5) I took 1 hour extra at lunchtime on Monday to go to the dentist.	
Learners will be able to fill in a pay cheque stub from dictated information.	Listening Writing	22. Each learner has a blank pay cheque stub and the same one is on the overhead. Instructor dictates information to be recorded on their blank stubs. One learner completes the stub on the overhead while others work at their seats.	Copies of blank pay cheque stub. Overhead projector. Overhead transparency of pay cheque stub.

PERIOD ENDING	PAYROLL NO	CHEQUE NO	TD 1	BASIC SALARY	ADDED PAY	DEDUCTIONS	NET PAY
		B-754	2890				

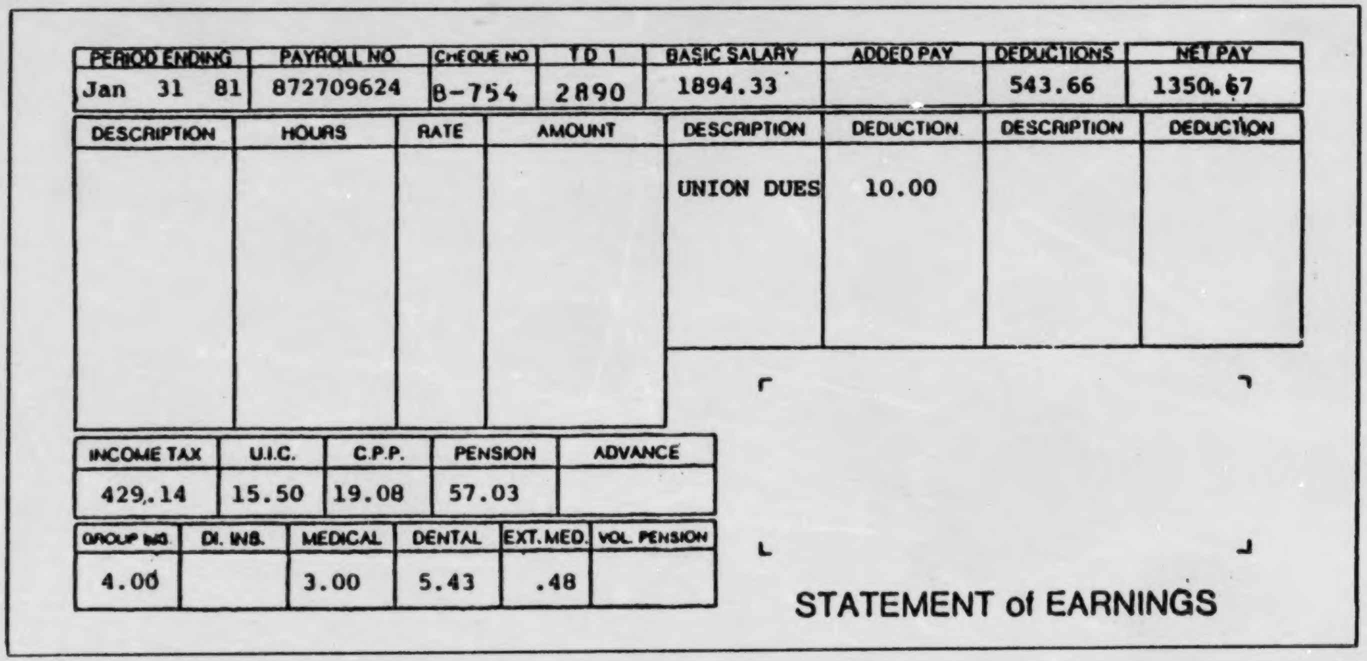
DESCRIPTION	HOURS	RATE	AMOUNT	DESCRIPTION	DEDUCTION	DESCRIPTION	DEDUCTION

INCOME TAX	U.I.C.	C.P.P.	PENSION	ADVANCE

GROUP INS.	DI. INS.	MEDICAL	DENTAL	EXT. MED.	VOL. PENSION

STATEMENT of EARNINGS

OBJECTIVES	SKILLS	PROCESS	DEVICES



PERIOD ENDING	PAYROLL NO	CHEQUE NO	TD 1	BASIC SALARY	ADDED PAY	DEDUCTIONS	NET PAY
Jan 31 81	872709624	8-754	2890	1894.33		543.66	1350.67

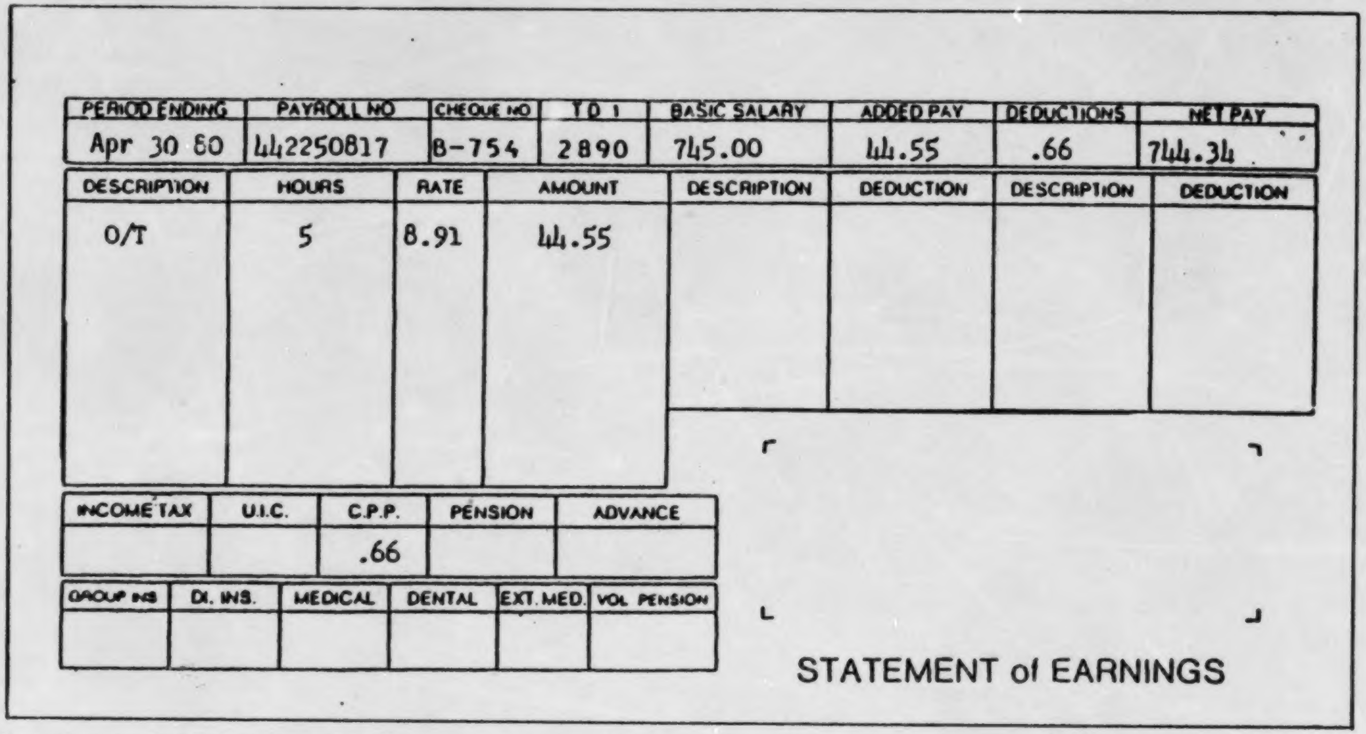
DESCRIPTION	HOURS	RATE	AMOUNT	DESCRIPTION	DEDUCTION	DESCRIPTION	DEDUCTION
				UNION DUES	10.00		

INCOME TAX	U.I.C.	C.P.P.	PENSION	ADVANCE
429.14	15.50	19.08	57.03	

GROUP INS.	DI. INS.	MEDICAL	DENTAL	EXT. MED.	VOL. PENSION
4.00		3.00	5.43	.48	

STATEMENT of EARNINGS

Learners will be able to simulate reporting a mistake on their pay cheque stub to their supervisor.	Listening Speaking	23. The instructor presents each pair with the following problem.	Handouts outlining problem.



PERIOD ENDING	PAYROLL NO	CHEQUE NO	T D 1	BASIC SALARY	ADDED PAY	DEDUCTIONS	NET PAY
Apr 30 80	442250817	B-754	2890	745.00	44.55	.66	744.34

DESCRIPTION	HOURS	RATE	AMOUNT	DESCRIPTION	DEDUCTION	DESCRIPTION	DEDUCTION
O/T	5	8.91	44.55				

INCOME TAX	U.I.C.	C.P.P.	PENSION	ADVANCE
		.66		

GROUP INS	DI. INS.	MEDICAL	DENTAL	EXT. MED.	VOL. PENSION

STATEMENT of EARNINGS

Delores Diamond disagrees with the net pay on her STATEMENT of EARNINGS. Find the problem.

What will she say to the payroll clerk?

Learners, in pairs, discuss what they will say during their role play. Then they try it out a few times, switching roles. Some pairs may wish to record their dialogue.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to clarify information and questions about pay cheques.	Speaking Listening	24. Contact Assignment: Someone from school's payroll can come in and explain payroll and cheque proceedings. a) learners develop questions to ask guest. b) tape proceedings. c) work with tape. d) bring back payroll clerk; learners ask any clarifying questions from original interview.	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Asking
Situation	A customer asks a store clerk for information about a washer and dryer being considered for purchase.
Objectives	1. Know that comparative shopping is desirable. 2. Know vocabulary related to the parts and functions of washers and dryers. 3. Know that there are various methods of payment: cash, credit, installment plan, etc. 4. Comprehend salesperson's opening questions such as "May I help you?" "What can I do for you?" "Have you been looked after?" 5. State needed information. "Yes, I'd like some information about this washer and dryer." 6. Ask questions about the washer and dryer: price, make, quality, guarantee, size, load capacity, its performance compared to other makes, etc. 7. Understand answers given by the sales clerk. 8. Ask the clerk to clarify his/her answers. "What does that mean?" "I don't understand." 9. Ask to be shown how the washer and dryer operate. "Can you show me how the machine works?" 10. Understand instructions for using the washer and dryer. 11. Ask questions regarding payment. "What types of payment plans do you have?" 12. Understand description of various payment plans. 13. Ask clarifying questions regarding payment plan. 14. Decide whether or not to purchase the washer and dryer.

CITIZEN

Function	Asking
Situation	A person asks for information about the procedure to sponsor a relative to Canada at the Immigration Office.
Objectives	1. Understand the responsibilities of a sponsor. 2. Understand that there is an immigration policy which limits sponsorship - not everyone can be a sponsor and not everyone can be sponsored. 3. Know vocabulary of sponsoring. 4. Comprehend opening questions. "May I help you?" "What can I do for you?" 5. State the purpose of your visit. "I want to sponsor my______ to Canada. What do I do?" 6. Understand questions asked about the relative. "What is their relation to you?" "How old are they?" "What is their occupation?" "What languages do they speak?" 7. Answer questions about the relative that is to be sponsored. 8. Understand information given regarding eligibility/non-eligibility of sponsor or relative to be sponsored. 9. Ask clarifying questions regarding eligibility/non-eligibility of sponsor or relative to be sponsored. "Why can/can't I sponsor them?" 10. Ask questions regarding procedure in sponsoring a relative. "What do I do to sponsor my ______?" "How do I go about sponsoring my ______?" 11. Understand information given about the procedure in sponsoring a relative. 12. Ask clarifying questions about the procedure and other information that has been given. 13. Ask for types of documents that a sponsor needs to show proof of eligibility to act as a sponsor. 14. Understand answers given regarding the documents that are needed to accompany application form. 15. Ask for a sponsorship application form. "May I have an application form?" 16. Fill out application form to sponsor a relative.

COMMUNITY MEMBER

Function	Asking
Situation	A houseowner asks a clerk at City Hall the regulations concerning building an extension onto their house.
Objectives	1. Know vocabulary for describing building plans. 2. Know the legal description of your property. (Available by telephone from the Planning Department of City Hall.) 3. Know that you need some type of blueprint to show to City Hall to get a permit. 4. Know that you need a permit to build an extension. 5. Know that there are regulations covering all renovations and extensions that are built. 6. Comprehend opening questions. "May I help you?" "What can I do for you?" 7. State purpose of visit. "I want to get some information about the regulations for building an extension to my house." 8. Understand and answer question. "Where do you live?" 9. Comprehend questions about your house and property. "When was your house built?" "What size is your lot?" "What is the legal description of your lot?" "What is your property zoned for?" 10. Ask for clarification of questions about your house and property. 11. Answer questions about your house and property. 12. Comprehend questions about extension. "What exactly are your renovation plans?" "How big an area are you planning to add on?" 13. Describe the extension that you want to build. 14. Understand questions of clarification about your description of the extension. 15. Answer clarifying questions about the description of the extension that you want to build. 16. Ask questions of possibility of building extension to your house. "Will I be able to ______?" 17. Understand answers regarding possibility/impossibility of building the extension onto your house.

Objectives (Cont'd)	18. Ask for clarification regarding possibility/impossibility. 19. Ask questions about permits, regulations, procedures. "What permits do I need?" "How do I get these permits?" 20. Understand the answers regarding permits, regulations and procedures. 21. Ask for clarification about the regulations and permits needed for the extension. 22. Understand the regulations concerned with building an extension to the house.

LEARNER

Function	Asking
Situation	Learner asks for enrollment procedures to take a course.
Objectives	1. Know the vocabulary relating to enrollment. 2. Read up in the brochures, available from the various institutions, about the courses available before going to enroll. 3. Understand that the student has to take the first step to enroll in a course. 4. Know about the various types of courses available: daytime, nightime, Manpower, part-time, nightschool, college, etc. 5. Locate the school and course that you want to take. 6. Comprehend opening questions. "May I help you?" 7. State your purpose. "How do I enroll in a course here?" 8. Understand question. "Which course do you want to take?" 9. Ask questions regarding the courses that they offer. "What type of courses do you offer?" 10. Understand the explanations of the courses available. 11. Ask for clarification of explanation of courses. 12. Describe previous courses you have taken. 13. Decide which course you are going to take. 14. Ask questions regarding enrolling and fees. "How do I enroll in this course?" "How much does this course cost?" 15. Understand the directions given to you about enrollment. 16. Ask for clarification of directions given to you. 17. Enroll in the course.

FAMILY MEMBER

Function	Asking
Situation	Person asks over the telephone, for information about an apartment for rent.
Objectives	1. Understand the vocabulary and abbreviations used in rental advertising. 2. Know of the many various places to look for rental accommodation. 3. Know rights/responsibilities of a tenant. 4. Know rights/responsibilities of a landlord. 5. Phone the appropriate telephone number during the hours stated in the newspaper ad. 6. State and ask. "I'm phoning about your ad in the paper for an apartment for rent. Is it still available?" 7. Understand answer re availability of apartment. 8. Ask questions for information about the apartment. "How many bedrooms does it have?" "What floor is it on?" "Is it furnished or unfurnished?" "What's the rent?" "Are utilities included in the rent?" "Are children allowed?" "Are pets allowed?" 9. Understand the answers given regarding information asked about apartment. 10. Ask for clarification of landlord's/manager's answers. 11. Ask to make an arrangement to see the apartment. "When can I see it?" 12. Ask for repetition of arranged time. "Is that 7:00 p.m.?" 13. Express appreciation and end conversation. "Thank you. I'll see you at 7:00."

SUMMARY OF SITUATIONS

"WHOSE CREW WERE YOU ON?": ASKING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A customer asks a store clerk for information about a washer and dryer being considered for purchase.	A person asks for information regarding procedure to sponsor a relative to Canada, at the Immigration Office.	A house owner asks a clerk at City Hall for the regulations concerning building an extension onto the house.	Employee asks supervisor to explain deductions on a pay cheque.	Learner asks for enrollment procedure to take course.	Person asks (over the telephone) for information about an apartment for rent.
Cultural Notes (in native language if necessary)	1) One should do comparative shopping. 2) Some private stores take a trade-in on appliances. 3) It is not necessary to make a decision at the time of enquiry. 4) All new appliances are sold with a guarantee. 5) Some stores have a service department that will service equipment they	1) Immigration policy dictates regulations regarding sponsorship. 2) Immigration policy changes, so current information is necessary. 3) An immigration office is a better source of information than friends. 4) Printed information is available "New Directions" - a look at Canada's Immigration Act	1) A major house alteration will affect the property taxes you pay. 2) An unreported house alteration may result in a fine, back taxes or removal of the addition. 3) The extension must be inspected. 4) An initial enquiry need not disclose all details. 5) Know the zoning description of your	1) It is all right to ask a supervisor for help. 2) Mistakes can be made, so each pay slip should be checked and understood. 3) Stubs from pay cheques should be kept for further reference.	1) There is often a waiting list for new applicants. 2) Everyone is eligible to take a non-credit course.	1) Information about landlord/tenant rights and responsibilities is available from the Rentalsman office or other government office serving this purpose. 2) Questions about race, creed, religion or sex may not be asked. 3) There is a limit to the number of people who may live in an apartment.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	sell. 6) Cost of installation may or may not be included. 7) Sometimes Dept. stores deliver appliances free of charge.	and Regulations.	building (available from Planning Dept. of City Hall).			
Social Register	Neutral	Neutral	Formal	Neutral	Neutral	Neutral
Vocabulary	Services to turn on/off to tumble to spin cycle Appliances Washer Dryer Service Payment Cash C.O.D. 60-90 day Lay away Cheque Charge	Personal I.D. Date and Place of Birth Sex Marital Status Nationality Education Education Intended Profession or Occupation Occupation Family Family (parents and children) Parents Children	House and Home Types of accommodation Accommodation Rooms Floor (ground, second) Locations on the corner Directions near, far from City Hall Departments "Building" Vocabulary Extension	Money Deductions Payroll and Deductions Vocabulary C.P.P./Q.P.P. U.I.C. M.S.P. Dental Association Union Dues	Education Course to learn Likes & Dislikes Types of Forms Form Filling Language	Address Telephone Number Types of Accommodation Rooms Utilities Location near school Amenities Laundry Storage Blueprint Language Utilities Building Facilities

		Countries and Places Entering and Leaving a Country Immigration Family Relations Immigration Policy Terms status			
Body Language	Point to washer and dryer. Open hands and straighten fingers to emphasize importance of questions.	When sitting, sit forward in chair to show concern.		Point to the area of concern on the pay cheque.	

Supplementary material on ASKING:

In Touch - Book 1, units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12; Book 2, units 1, 3, 4, 5, 6, 7, 9 and 12; Book 3, units 1, 2, 3, 5, 6, 8, 9, 10 and 11.

"THAT'S RIGHT." "I DON'T THINK SO."

EXPRESSING AGREEMENT AND DISAGREEMENT

1. UNIT FOR CITIZEN ROLE.
2. LESSON PLAN FOR CITIZEN ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 5

CITIZEN

UNIT: "THAT'S RIGHT." "I DON'T THINK SO."

Function	Expressing Agreement and Disagreement
Situation	A citizen disagrees with his municipal water tax assessment.
Objectives	* 1. Know the terminology of the tax form. 2. Know and understand the factors determining the tax rates. 3. Know that you may be eligible for various home-owner grants. 4. Know that you go to your local municipal hall to appeal. * 5. Use some of the vocabulary and expressions related to tax assessment, form language. 6. Ask for "property tax" department. "Excuse me. Could you tell me where the _______?" * 7. State reasons you are there. "I've received my tax assessment and there must be some mistake." * 8. Understand clerk's questions. "Do you have it with you?" "What seems to be the problem?" * 9. State the problem. "Well, I've been assessed at _______, but _______." * 10. State disagreement. "This can't be right." 11. Ask for explanation. "Why have you charged _______?" 12. Respond to clerk's explanation. "Yes, I understand that, but _______." 13. Ask municipal clerk to double check figures. "Would you mind just checking this out?"

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Agreement and Disagreement

B. Role: Citizen

C. Situation: A citizen disagrees with his municipal water tax assessment.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. identify terms from a water tax bill and use them correctly.
2. produce key words and phrases of disagreement appropriate to this situation.

E. English Exponents: agreement: I agree. (productive)
That's right. (productive)
All right. (productive)
Of course (not). (productive)
Yes. (productive)
(yes +) affirmative short answers (it is, I am, I can, he may, etc.) (productive)
Certainly. (receptive)

disagreement: I don't agree. (productive)
I don't think so. (productive)
No. (productive)
(No + it isn't) negative short answers. (productive)
That's incorrect. (receptive)

F. Notes to the Instructor:

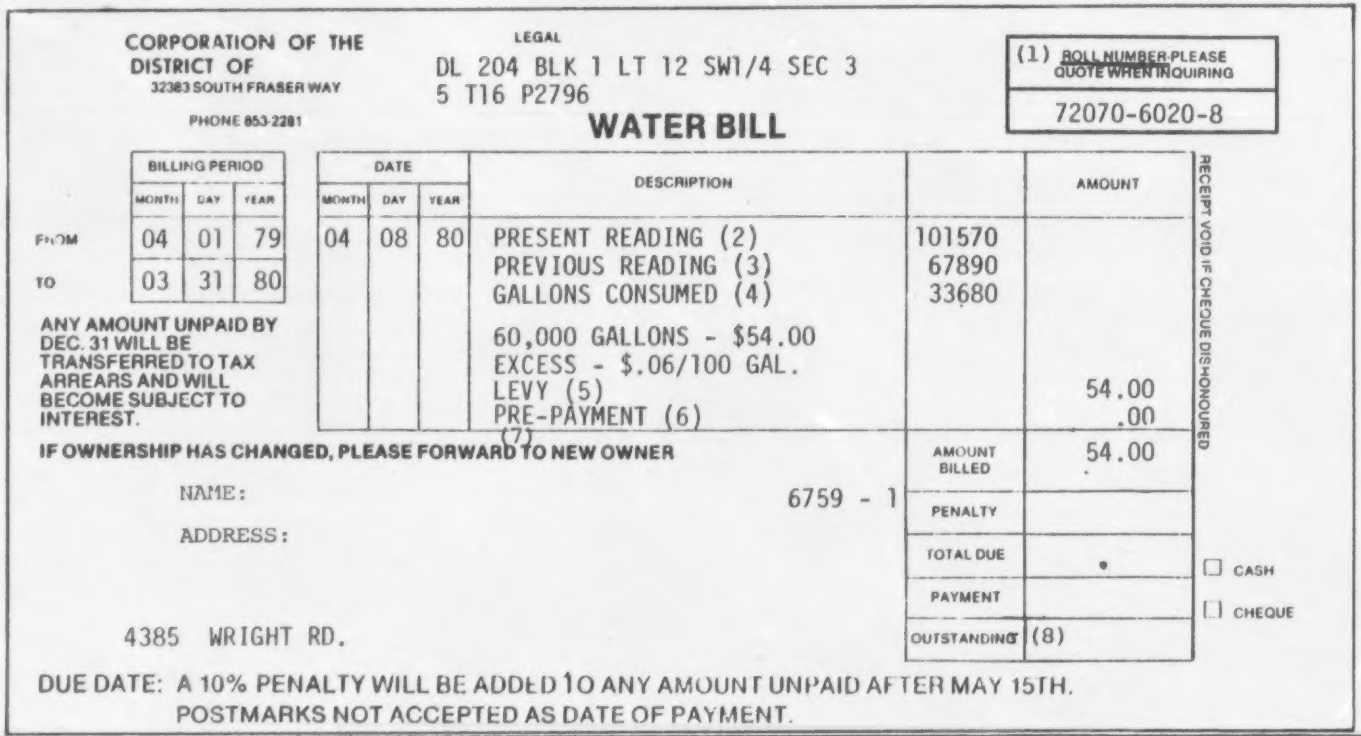
1. In order to embark on this lesson, learners should have the following skills and knowledge:
   - a) form questions.
   - b) some experience with identifying information on forms and bills.
2. This lesson assumes that:
   - a) learners know they are billed for water consumption.
   - b) learners know that questions must be discussed with a clerk in the property tax office of their city or municipal hall.
3. It is sometimes necessary to arrange contact assignments with members of the community beforehand, even if the assignments are only of an observational nature.
4. Supplementary material on EXPRESSING AGREEMENT AND DISAGREEMENT:
   In Touch - Book 1, units 2, 3, 5, 7 and 10; Book 2, unit 2; Book 3, units 3, 5, 6 and 7.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to comprehend tasks for their first assignment.	Listening Speaking	Note: This lesson begins with a contact activity. 1. Pre-contact Activity: a) Explain how the contact assignment fits into the context of the communicative situation. e.g. "One of the learners has brought his assessment notice to class, querying the amount." Ask questions to generate information about taxes. e.g. What is tax? Who pays? What do we pay for? Where is the tax office? You will go to the municipal tax office and observe how the people and the clerks talk to each other and what people come there for. In this way, you will get an idea of the things you will have to know and say when you have a tax problem. b) Learners will listen to the following questions (on tape or expressed by instructor) and each one will be clarified by discussion and explanation. i. Where is your municipal tax office? ii. What is the physical set-up of the tax office? (e.g. Is there a counter or a reception desk? Is there a working area?) iii. Why do people go to the tax office? iv. Do people bring their tax forms with them? v. How does the conversation begin? vi. What do people say when they disagree with each other? (give examples) vii. What do people say when they agree with each other? (give examples)	

Learners will be able to describe the tax office situation and identify some vocabulary and expressions used by staff and citizens.	Listening Speaking	2. Contact: a) This will be an observation contact and will not necessarily include any interaction with native speakers. b) Send learners out in pairs or threes. Assign questions and number of questions on the basis of the level of each learner's fluency. Send more experienced learners together with less experienced ones. c) Tell learners what will be expected of them in the follow-up. 3. Follow-up: a) Learners should be able to orally give answers to their assigned questions. b) Learners should be prepared to discuss differences among their answers.	
Learners will be able to identify the meanings of terms on a tax form.	Listening Speaking Reading	4. Contact Preparation: a) Learners who have homes are requested to bring their own (water) tax bills to the next class. b) Learners with difficulty understanding terms, show form to class and identify problem(s). If possible, make an overhead transparency of one of the forms. c) Instructor and class identify terms or abbreviations and other items on the form. For example: 1. roll number 5. levy prepayment 2. present reading 6. prepayment 3. previous reading 7. forward 4. gallons consumed 8. outstanding d) Learners prepare questions for guest - about the vocabulary - about water bill - payment procedures, etc. e.g. Where does my water come from? How much does a load of washing use up? How can I conserve?	Sample water bill. Overhead transparency of water bill.

OBJECTIVES	SKILLS	PROCESS	DEVICES



CORPORATION OF THE
DISTRICT OF
32383 SOUTH FRASER WAY
PHONE 853-2281

LEGAL
DL 204 BLK 1 LT 12 SW1/4 SEC 3
5 T16 P2796

WATER BILL

(1) ROLL NUMBER-PLEASE QUOTE WHEN INQUIRING
72070-6020-8

	BILLING PERIOD MONTH	BILLING PERIOD DAY	BILLING PERIOD YEAR	DATE MONTH	DATE DAY	DATE YEAR	DESCRIPTION		AMOUNT
FROM	04	01	79	04	08	80	PRESENT READING (2)	101570	
TO	03	31	80				PREVIOUS READING (3)	67890	
							GALLONS CONSUMED (4)	33680	
							60,000 GALLONS - $54.00		
							EXCESS - $.06/100 GAL.		
							LEVY (5)		54.00
							PRE-PAYMENT (6)		.00

ANY AMOUNT UNPAID BY DEC. 31 WILL BE TRANSFERRED TO TAX ARREARS AND WILL BECOME SUBJECT TO INTEREST.

RECEIPT VOID IF CHEQUE DISHONOURED

(7)
IF OWNERSHIP HAS CHANGED, PLEASE FORWARD TO NEW OWNER

NAME:
ADDRESS:

6759 - 1

4385 WRIGHT RD.

AMOUNT BILLED	54.00
PENALTY	
TOTAL DUE	
PAYMENT	
OUTSTANDING	(8)

☐ CASH
☐ CHEQUE

DUE DATE: A 10% PENALTY WILL BE ADDED TO ANY AMOUNT UNPAID AFTER MAY 15TH.
POSTMARKS NOT ACCEPTED AS DATE OF PAYMENT.

5. Contact:

a) Invite a representative from the tax office to come in to class to discuss the meanings of the above terms.

b) Learners ask questions of representative.

c) Tape the proceedings to use for group work, if necessary.

6. Post-contact:

a) Put together a worksheet of terms and their meanings. Make copies and cut them up, separating the terms and definitions.

Worksheet of terms and meanings.

b) In pairs, one learner receives a set of terms and the other learner receives a set of definitions. By questioning each other, the pair must match the terms and their definitions. e.g. "What does _______ mean?"

Listening
Speaking

7. Listening Preparation:

a) The instructor provides the contextual information for the following dialogue.

> You will now hear a conversation between a home owner and a tax clerk. The home owner has just received his annual water tax bill and he disagrees with the amount. He believes that there must be some mistake in the amount of water his family used.

b) The instructor asks the learners the following questions to allow them to "predict" what might happen in such a conversation. Pairs or small groups can work together.

i. Guess some words you might hear. Brainstorm and write them on the blackboard.
ii. Guess one sentence the home owner might say.
iii. Guess one question the clerk might ask.
iv. Guess one reason for the disagreement.

Learners listen to the tape and check their predictions.

Tape recorder and tape of conversation.

* * * * * * *

Dialogue: C = Clerk H = Home Owner

C: Can I help you?

H: Yes, I just got my water bill, and there's got to be some mistake.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		C: Do you have the form with you? H: Yeah, right here. You see, it says my consumption for the year is about 33,000 gallons. But I was away for 2 months in the summer. So how come my consumption is higher than last year when I didn't go away at all? C: Well, there could be a number of reasons - showers instead of baths, watering your garden, things like that. H: Well, I don't think so. There must be a mistake somewhere. Don't you think it strange that I could be away for 2 months and still use more water than last year? * * * * * * * * Learners summarize the conversation orally.	
Learners will be able to write the "disagreement" key words and phrases from a taped dialogue.	Listening Reading Writing	8. Learners complete the following fill-in-the-blank exercise by listening to the taped dialogue. Learners may replay the tape until they have completed the exercises. They verify answers as a group. * * * * * * * * Dialogue: C = Clerk H = Home Owner C: Can I help you? H: Yes, I just got my water bill, and ______. C: Do you have the form with you? H: Yeah, right here. You see, it says my consumption for the year is about 33,000 gallons. ______ I was away for 2 months in the summer. So how come my consumption is higher than last year when I didn't go away at all? C: Well, there could be a number of reasons - showers instead of baths, watering your garden, things like that.	Worksheet of conversation.

H: Well, _______ . _______ it strange that I could be away for 2 months and still use more water than last year?

* * * * * * * *

Listening
Reading
Writing

9. The learners listen to and see a variation of the above dialogue with additional appropriate phrases of disagreement.

Tape and worksheet of variation of conversation.

* * * * * * * *

Dialogue: C = Clerk H = Home Owner

C: Can I help you?

H: I just got my water bill and
(-there's got to be some mistake.)
(-I don't agree with the billing.)
(-there's something wrong with it.)

C: Do you have the form with you?

H: Yeah, right here. You see, it says my consumption for the year is 33,000 gallons.
(But)
(However) I was away for 2 months in the summer. So how come

my consumption is higher than last year when I didn't go away at all.

C: Well, there could be a number of reasons - showers instead of baths, watering your garden, things like that.

H: Well,
(I don't agree) that's (possible).
(I don't believe) that's (likely).

(Don't you think it)
(Don't you agree that it's) strange that I could be away for
(I think it's)

2 months and still use more water than last year?

* * * * * * * *

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Listening Speaking	Isolate the expressions of disagreement and learners practise them. 10. Variation: While the instructor is working with a less advanced group, advanced learners may be given a half dialogue with the home owner's part omitted. In pairs, they work to fill in the missing portions without listening to the tape. They then listen to the tape and compare answers. 11. Role Play: Learners practise role playing in small groups the original dialogue. The instructor monitors the groups making sure that body language and intonation are appropriate. Learners practise role playing the dialogue in small groups with appropriate variations. They should use the variations they feel comfortable with (in terms of formality).	Handout.
Learners will be able to express agreement and disagreement in other situations.		12. Transfer: Learners think of one subject on which they have an opinion. e.g. having dogs in the city. Each learner expresses his opinion. e.g. "I think having a dog in the city is (unfair to the dog)" and other learners express agreement or disagreement. List the alternatives learners can use to agree or disagree from simplest to most complex. e.g. I agree (disagree). I agree (disagree) with you. I agree (disagree) with you about (having a dog in the city). I agree (disagree) with you that (having a dog in the city is unfair to the dog). I agree (disagree) with you that (having a dog in the city is unfair to the dog because ______). and so on.	

A further activity might focus on indirect (i.e. more polite) ways of disagreeing - e.g. "That's true, but, on the other hand, ... "

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Expressing Agreement and Disagreement
Situation	A customer disagrees with a store manager about whether the store or the manufacturer has the responsibility to repair a watch.
Objectives	1. Assemble your copies of proof of purchase and guarantee. 2. Understand the conditions of your warranty. 3. Use some of the vocabulary and expressions related to problems with watch, conditions of purchase. 4. Ask to see the store manager or watch repair department manager. "Excuse me. May I speak to the manager?" 5. Greet manager. 6. Understand manager's question. "May I help you?" 7. Respond to manager's formulae. "Yes. I bought this watch here two months ago and it's not working properly." 8. Understand manager's request for additional information. "When did you buy it?" "What's the matter with it?" "Do you have your bill of sale?" 9. Understand manager's reason for not repairing watch. "I'm afraid that's a problem with the watch itself. We can't repair it. You'll have to send it to the manufacturer." 10. Express disagreement. "What? I don't agree. I've got a warranty." 11. Suggest store look after it. "I think you should take care of it." 12. Understand manager's disagreement with suggestion. "Sorry. I'll have to disagree with you. Check your warranty for instructions." 13. Express dissatisfaction. "Well, I still don't think that's right."

COMMUNITY MEMBER

Function	Expressing Agreement and Disagreement
Situation	A person agrees or disagrees at a municipal meeting with rezoning recommendations allowing subdivision of agricultural land.
Objectives	1. Understnad procedures used in meetings. 2. Understand notice of meeting. 3. Follow discussion of the issue. 4. Understand panel's rezoning recommendation. "The recommendation reads as follows,______." 5. Agree or disagree with rezoning recommendation. "I support the ______." 6. Give reason. "for 3 reasons: 1)______, 2)______ and 3)______."

WORKER

Function	Expressing Agreement and Disagreement
Situation	A union member agrees or disagrees with a proposal at a union meeting.
Objectives	1. Know about procedures used in union meetings. 2. Know where and when union meeting is being held. 3. Know at least some of the content of master agreement. 4. Understand proposal being discussed and how it could affect you. 5. Use some of the vocabulary and expressions related to the issue. 6. Understand chairperson's comments on proposal. 7. Understand chairperson's request for remarks or questions from other people. "Are there any remarks or questions from the floor?" "The proposal is now open for discussion." 8. Ask questions of clarification re the proposal. "Yes, I'd like to know more about ______." 9. State agreement or disagreement. "I think I'm in agreement with ______." 10. Respond to questions clarifying opinion. "Well, for one thing ______."

LEARNER

Function	Expressing Agreement and Disagreement
Situation	A learner disagrees with an assignment, mark or final grade given by the instructor.
Objectives	1. Identify your reasons for appealing your mark. 2. Use some of the vocabulary and expressions related to evaluation. 3. Ask to speak to instructor concerning the mark you received. "May I speak to you about _______?" 4. Express disagreement with mark. "I don't think this mark is fair." 5. Give reasons. "You gave me only 2 out of 5 here but I answered the question completely." 6. Accept instructor's response. "Okay." 7. Disagree further.

FAMILY MEMBER

Function	Expressing Agreement and Disagreement
Situation	A parent disagrees with child's teacher regarding child's learning of the parent's native language.
Objectives	1. Make an appointment to talk with teacher. 2. Use some of the vocabulary and expressions related to school subjects, language learning. 3. Express greetings and social formulae. 4. Identify yourself. "I'm _______, Johnny's mother." 5. Ask teacher questions about child's progress. "How is _____ doing in class?" 6. Ask clarification questions about teacher's response. "Oh, you think he's spending too much time studying?" 7. Disagree about value of studying parent's first language. "We think it's very important for him to learn our language." 8. Understand teacher's response to disagreement. "but it's affecting his learning of English." 9. Respond by stating further reasons for disagreeing. "Well, I don't think so. His English seems fine." 10. Ask teacher for recommendation. "What would you suggest?" 11. Understand teacher's recommendation. "Could you speak more English at home?" 12. Leave taking. "Thank you. I'll think it over."

SUMMARY OF SITUATIONS

"THAT'S RIGHT." "I DON'T THINK SO.": EXPRESSING AGREEMENT AND DISAGREEMENT

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A customer disagrees with a store manager whether the store or the manufacturer has the responsibility to repair a watch.	A citizen disagrees with his municipal tax assessment.	A person agrees or disagrees at a municipal meeting with rezoning recommendation allowing subdivision of agricultural land.	A union member agrees or disagrees with a proposal at a union meeting.	A learner disagrees with an assignment mark or final grade given by the instructor.	A parent disagrees with child's teacher about child's learning of the parents' native language.
Cultural Notes (in native language if necessary)	1) You should keep a copy of your guarantee and bill (proof of purchase). 2) Know what your guarantee says. 3) Know the conditions of your guarantee: e.g. time, place to send. 4) Know that you should see the manager. 5) Get information about what you buy before you buy it.	1) Every property owner pays taxes. 2) You will have to pay interest if taxes are not paid on time. 3) If taxes are never paid, property can be repossessed. 4) When you go to tax office, bring your form with you. 5) You may need previous tax forms, legal description of property and	1) You can attend municipal meetings. 2) Notices of meetings are advertised in local newspapers. 3) You may obtain zoning information through planning department of your local city hall. 4) Citizen input is expected to determine zoning. 5) You may join	1) Be prepared to vote on proposal at end of meeting. 2) If you have not reached a decision, you may abstain from voting. 3) If you work in a "union shop" you will usually have to become a union member. 4) Ask any questions you have regarding proposals. 5) State dis-	1) Any learner can question an instructor about a mark. 2) If you are not satisfied with an instructor's mark, you may file a grievance or an appeal. Find out procedure of your school. 3) If you are going to appeal your mark, have objective reasons for your appeal.	1) Parent and teacher interviews are encouraged. 2) Try to make an appointment to see teacher before you come. 3) You are encouraged to state your beliefs. Ask questions and express agreement or disagreement with teacher's comments. 4) Try to work with teacher to

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
		present assessed property values. 6) You can have an outside appraisal done to dispute your assessment. 7) Contacting first by letter may be more effective. 8) Understand the factors which influence your taxes. 9) Taxes can be deferred if cause is shown.	a citizens' group.	agreement; otherwise you will have no input into proposals or contracts.		help with child's progress. 5) Try to remain objective. 6) Parent participation in school programs is encouraged.
Social Register	Neutral	Neutral	Formal	Formal	Formal/Neutral	Neutral
Vocabulary	Personal Identification Shopping Conditions Repairs	Personal Identification Form Language	Personal Identification House and Home Places Services	Money Future career	Education Examinations Intellectual pursuits Invitations & Appointments	Personal Identification Education Family members
Body Language	Point to clause on warranty that is in question.	Show the clerk facts and figures on forms by pointing to specific place.	Gesturing when making a point.	Raise hand to attract attention.		Gesturing when making a point.

Supplementary material on EXPRESSING AGREEMENT AND DISAGREEMENT:

In Touch - Book 1, units 2, 3, 5, 7 and 10; Book 2, unit 2; Book 3, units 3, 5, 6 and 7.

"THAT WILL BE VERY NICE."

ACCEPTING AN OFFER OR INVITATION

1. LESSON PLAN FOR ALL ROLES.
2. UNITS FOR ALL ROLES.
3. SUMMARY OF SITUATIONS.

SECTION 6

INTRODUCTION TO THE LESSON

A. Function: Accepting an Offer or Invitation

B. Role: All Roles

C. Situation: A variety of situations is covered in this lesson.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that every personal invitation should be acknowledged.
2. understand invitation or offer.
3. accept invitation or offer.
4. understand details of invitation or offer (R.S.V.P., potluck, etc.).
5. clarify details of invitation or offer (phone for clarification).

E. English Exponents:
Thank you (productive)
Yes, please (productive)
That will be very nice (productive)
All right (productive)
With pleasure (receptive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
    a) be able to read to identify phrases and words.
    b) have previous individualized "contact" assignment experience.
    c) be able to form simple questions.
    d) be able to understand offers and invitations - see Section 24, INVITING OTHERS TO DO SOMETHING.
2. All roles should be covered since accepting an offer or invitation happens in all situations.
3. Appropriate body language should be emphasized and practised when role playing at end of lesson.
4. For pre-literate learners, omit written exercises and have them use language masters to record what they hear.
5. Contact assignment from this lesson should be extended to any other lesson where an invitation or offer is made and is accepted. Many situations reported will be from learners' personal experiences.
6. See also Section 7, DECLINING AN OFFER OR INVITATION.
7. Supplementary material on ACCEPTING AN OFFER OR INVITATION:
   In Touch - Book 1, unit 9; Book 2, units 2, 4, 7, 8, 11 and 12; Book 3, units 2 and 4.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Introduction: Set the scene for the lesson by doing one of the following: a) use this lesson along with the lesson in INVITING OTHERS TO DO SOMETHING. b) role play "an offer" with one of the advanced learners. Prepare the learner ahead of time. Accept the offer and ask learners what you said. e.g. "That would be very nice" and what that is - i.e. an acceptance. c) demonstrate one of the dialogues and accompanying tasks in number 1 of the lesson.	
Learners will be able to listen to dialogues and recognize situations.	Listening	1. Divide learners into two groups. Each group is given a tape with three dialogues. Group one has dialogues for the roles Consumer, Citizen and Community Member. Group two has dialogues for the roles Worker, Learner and Family Member. The following dialogues are of similar difficulty. You may want to vary the difficulty depending on the ability of your learners. * * * * * * * a) Consumer: S = Salesperson C = Customer S: Hi folks, I see you're looking at our new vacuum cleaner. Shall I show you how it works? It's a beautiful model. C: Yes, please. b) Citizen: Y = Mr. Yung N = Neighbour Y: How's it going? N: Not too well. I have to go to the Municipal Hall and see them about these property taxes. Y: Oh! What's the matter?	

N: They just don't seem right. Too much!

Y: Shall I come with you to help you out?

N: Oh, yes, thank you, that would be really nice of you.

c) Community Member: N = Neighbour T = Teenager

T: Good afternoon, I'm trying to make some extra money. Can I mow your lawn for you?

N: It depends. How much do you charge?

T: $3.50 an hour.

N: That sounds reasonable. All right, yes.

d) Worker: A = Worker extending invitation B = Worker accepting invitation

A: Hi. We're having a farewell lunch for June on Wednesday; would you like to join us?

B: That sounds good. I'd be very pleased to join you. Thank you.

e) Learner: L = Librarian l = Learner

L: You look a bit confused. Can I help you? What are you looking for?

l: Yes, please. I'm looking up information about employment opportunities in engineering.

Family Member: F = Family Member H = Host/ess

H: Hi, how's it going?

F: Fine, and you?

H: Fine. We're having a potluck dinner and we'd like you and your family to come.

F: Oh, that sounds great. We'd be very happy to come, thank you.

H: Great. It's next Friday, around 6:30 at my place.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		F: What should I bring? H: Whatever you'd like. * * * * * * *	
Learners will be able to identify situations, participants and the need of the situations.	Listening	2. Each group listens to three dialogues. Their tasks are: a) to identify the situation. b) to find out how many people are involved. You may want to brainstorm for "feelings" first. Ask for examples of the feelings. "You feel upset when you lose something" or - use photographs to illustrate different feelings. c) to identify mood or attitude - e.g. happy, sad, angry, upset, etc. d) to identify the transaction. e) to identify what would happen next.	Tape recorders and taped dialogues.
Learners will be able to discuss their analysis with the class.	Speaking	3. Each group discusses its dialogues with the rest of the class. Do not correct learners at this point.	
Learners will be able to use new expressions of accepting an offer.	Listening Writing Reading	4. Each group completes the following exercise: * * * * * * * Group 1 a) Consumer: S = Salesperson C = Customer S: Hi Folks, I see you're looking at our new vacuum cleaner. Shall ______? It's a beautiful model. C: ______, ______.	2 tape recorders. 2 taped dialogues. Worksheets.

b) Citizen: Y = Mr. Yung N = Neighbour

N: How's it going?

Y: Not too well. I have to go to _______ _______ and see them about these property taxes.

N: Oh, what's the matter?

Y: They just don't seem right. Too much!

N: _______ I come with _______?

Y: Oh, _______, _______, that would _______.

c) Community Member: N = Neighbour T = Teenager

T: Good afternoon, I'm trying to make some extra money. Can I mow _______?

N: It depends. How much do you charge?

T: $3.50 an hour.

N: That _______ reasonable. All _______, _______.

Group 2

d) Worker: A = Worker extending invitation B = Worker accepting invitation

A: Hi, we're having a _______ lunch for June on Wednesday, _______ _______?

B: That sounds good _______, thank you.

e) Learner: L = Librarian l = Learner

L: You look a bit _______, can I _______ with what you're looking for?

l: Yes, _______. I'm looking up information _______ employment opportunities in engineering.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		f) Family Member: F = Family Member H = Host/ess H: Hello, how's it going? F: Fine, and you? H: Fine. We're ______ a ______ dinner and we'd ______ and your family. F: Oh, that sounds great. I ______, thank you. H: ______. It's next Friday, around 6:30 at my place. F: ______? H: Whatever you'd like. * * * * * * *	
	Listening Reading Writing Speaking	5. Repeat steps 1 - 4 (excluding step 3) changing the dialogues for the groups. At the end all the learners will have listened to and completed tasks for all the dialogues.	
Learners will be able to use "acceptance" expressions with proper stress and intonation.	Listening Speaking	6. Correct exercises with all learners using taped dialogues for reference. Practise acceptance expressions used in dialogues with the learners. Mark stress and intonation. Learners may practise using tape recorders and language masters.	Tape recorders. Language masters.
Learners will be able to use expressions appropriate to a variety of situations.	Listening Speaking	7. On small cards, write down various offers or invitations. Give one learner a card. This learner selects another learner to ask; the second learner accepts, using one of the above expressions. Have pairs of learners working simultaneously while instructor walks around monitoring dialogues and assisting. When a pair is finished, give them another card so all pairs have an opportunity to practise a number of situations. Have several of them role played for the class and evaluated.	Task cards.

		a) Can I help you with your groceries? b) Can I carry that for you? c) Is there anything you'd like from the store? d) Can I get you a cup of coffee? e) Would you like to have lunch? f) I'd like to invite you to my party next week. Can you come? g) Would you like to come to the movies with us? etc.
Learners will be able to recognize invitations or offers and the responses of acceptance.	Listening Speaking Reading Writing	Contact: a) Learners listen for and compile a list of invitations/offers they hear outside of class over a period of time. b) Report back. c) Make a list of new expressions, and practise them in class. d) Next time you have a guest to class, assign one learner to extend invitation and report on expression used for acceptance.

UNITS FOR ALL ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER
6. FAMILY MEMBER

CONSUMER

Function	Accepting an Offer or Invitation
Situation	A person accepts an offer to demonstrate a vacuum cleaner from a salesperson.
Objectives	1. Understand that a salesperson will offer to demonstrate an appliance. 2. Understand salesperson's offer to demonstrate appliance. "Shall I show you how this works?" 3. Accept salesperson's offer. "Yes, thank you." 4. Understand salesperson's explanation/demonstration of vacuum cleaner. 5. Ask for clarification. "Can you explain that please?"

CITIZEN

Function	Accepting an Offer or Invitation
Situation	A person accepts a neighbour's offer to help when inquiring about property taxes.
Objectives	1. Express your intention of going to city hall to inquire about your property taxes. 2. Understand any questions asked by neighbour. 3. Understand neighbour's offer to come with you. "Shall I come with you?" 4. Accept neighbour's offer. "Yes, thank you, that will be very helpful/good/nice of you."

COMMUNITY MEMBER

Function	Accepting an Offer or Invitation
Situation	A neighbour accepts a teenager's offer to mow the lawn.
Objectives	1. An offer to mow a lawn is not free. A certain fee should be agreed on. 2. Understand teenager's offer to mow your lawn. "Shall I mow your lawn for you?" "Can I mow your lawn for you?" 3. Ask teenager how much he charges for mowing the lawn. 4. Accept teenager's offer. "Yes, please." "All right."

WORKER

Function	Accepting an Offer or Invitation
Situation	A worker accepts an invitation to attend a farewell lunch for a co-worker.
Objectives	1. Understand that, usually, everyone who attends the luncheon treats the person who is leaving. 2. Understand invitation. "We are having a farewell lunch for ______; would you like to join us?" 3. Accept the invitation. "That will be very nice." 4. Ask for further details. e.g. time, date, place, etc.

LEARNER

Function	Accepting an Offer or Invitation
Situation	A learner accepts the librarian's offer to help find the material needed.
Objectives	1. Understand that a librarian is there to help you. 2. Understand librarian's offer of assistance. "May I help you?" "Can I help you?" "What are you looking for?" 3. Accept librarian's offer. "Yes, please/thank you." 4. Explain what you are looking for.

FAMILY MEMBER

Function	Accepting an Offer or Invitation
Situation	A person accepts an invitation to attend a potluck dinner on behalf of the family.
Objectives	1. Know vocabulary of potluck dinner and invitations. 2. Understand invitation to potluck dinner. 3. Accept invitation. "I'll be very glad to come, thank you." 4. Ask questions re who invitation includes, day, time, place, type of food to bring.

SUMMARY OF SITUATIONS

"THAT WILL BE VERY NICE.": ACCEPTING AN OFFER OR INVITATION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A person accepts an offer to demonstrate a vacuum cleaner from a salesperson.	A person accepts a neighbour's offer to help when inquiring about property taxes.	A neighbour accepts a teenager's offer to mow the lawn.	A worker accepts an invitation to attend a farewell lunch for a co-worker.	A learner accepts a librarian's offer to help find material needed.	A person accepts an invitation to attend a potluck dinner on behalf of the family.
Cultural Notes (in native language if necessary)	1) A salesperson will usually offer to demonstrate an appliance. 2) You are not obliged to accept or to purchase appliance if it is demonstrated to you. 3) Many salespeople will give you their card, because most work is on commission and they want you to contact them. 4) If you do not want a demonstration, refuse and walk on.	1) You may take anyone with you to help you communicate, explain your situation at city or town hall. 2) You do not need an appointment. 3) Take your tax forms and bill with you. Your last year's tax forms may also be useful. 4) Ask clerk to explain taxes in detail to you if you do not understand. 5) You may dispute your taxes.	1) It is common for children/teenagers to offer to mow neighbours' lawns for a certain fee. Agree on fee before accepting their offer. 2) They may either use their own or your lawnmower. 3) Discuss how you want your lawn mowed before accepting. 4) Offering them a drink (non-alcoholic) is acceptable.	1) Usually everyone treats the person who is leaving to lunch. 2) It is not mandatory that you accept; refuse if you want to. 3) A collection may be taken for a gift; you may contribute if you want to; this is usually a minimal amount.	1) Ask a librarian for assistance. They are there to help you. 2) Explain fully what you are looking for so they can help you.	1) Understand whether the invitation is only for you or if it includes all members of your family. 2) Children are not always included in invitations. Ask if you are not sure. 3) A potluck dinner means that everyone brings something to eat. Ask the host/hostess what you should bring if you are not sure. 4) Most often

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
						these are informal gatherings. Ask if you are not sure. 5) Make sure you know the day, time, place of the potluck dinner.
Social Register	Neutral	Informal	Neutral	Informal	Neutral	Informal
Vocabulary	Amenities vacuum cleaner Money To Offer Shopping Facilities Salespersons	House house property land Prices To Offer Taxes property tax tax forms City Hall municipal hall taxation dept.	To Offer To Accept Money to earn Garden garden tools	Occupation Invitations to join Prices Luncheon farewell treat	Library subjects look up Interests Intellectual Pursuits to read to study	Family Invitations Food and Drink
Body Language	Maintain a certain distance i.e. 1 meter.		Maintain a certain distance i.e. 1 meter.	Nod agreement.	Do not lean over person. Point to the name of the item Gesture toward the library when asking for assistance.	Nod when agreeing.

Supplementary material on ACCEPTING AN OFFER OR INVITATION:

In Touch - Book 1, unit 9; Book 2, units 2, 4, 7, 8, 11 and 12; Book 3, units 2 and 4.

"UNFORTUNATELY, I CAN'T."

DECLINING AN OFFER OR INVITATION

1. UNIT FOR CONSUMER ROLE.
2. LESSON PLAN FOR CONSUMER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 7

CONSUMER

UNIT: "UNFORTUNATELY, I CAN'T."

Function	Declining an Offer or Invitation
Situation	Person turns down offer of free gift from salesperson who wishes to sell or demonstrate something.
Objectives	* 1. Understand offer. "If you let me demonstrate the new Electro Vacuum Cleaner, we'll give you this beautiful coffee spoon." * 2. Understand that the "free" gift has strings attached. * 3. Be aware that by accepting the offer, you might put yourself through quite an ordeal and end up buying something you do not want or need. * 4. Be aware that the salesperson has a response prepared for any excuse you might offer. * 5. Be firm and decline offer. "I'm not interested, thank you." * 6. Understand further attempt to stimulate interest. "You've got nothing to lose." * 7. Reiterate your lack of interest. "I'm really not interested." * 8. Terminate exchange. "Good-bye."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Declining an Offer or Invitation

B. Role: Consumer

C. Situation: Person turns down offer of free gift from salesperson who wishes to sell or demonstrate something.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand offer. "If you let me demonstrate the new Electro Vacuum Cleaner, we will give you this beautiful coffee spoon."
2. understand that the "free" gift has strings attached.
3. be aware that by accepting the offer, you might put yourself through quite an ordeal and end up buying something you do not want or need.
4. be aware that the salesperson has a response prepared for any excuse you might offer.
5. be firm and decline offer. "I'm not interested, thank you."
6. understand further attempt to stimulate interest. "You've got nothing to lose."
7. reiterate your lack of interest. "I'm really not interested."
8. terminate exchange. "Good-bye."

E. English Exponents: No, thank you ... (productive)
I'm afraid I can't ... (productive)
Unfortunately, I can't ... (receptive)

F. Notes to the Instructor:

1. In order to embark on this lesson, the learner should have the following skills and knowledge:
    a) use present, past, future tenses.
    b) some skill in using the telephone.
    c) use negatives.
2. The concept of refusing to listen to a demonstration may be difficult for some culture groups. Build in the notion that it is all right to be firm.
3. DECLINING AN OFFER OR INVITATION should be taught along with ACCEPTING AN OFFER OR INVITATION SECTION.
4. Each situation could be role played by various pairs, and new situations could be added by the learners.
5. For pre-literate learners, use language masters, tape recorders, discussion in lieu of written work.
6. Use learners' personal experiences to build on lesson and role-playing situations.
7. Body language should be stressed along with emotion in such situations.
8. Supplementary material on DECLINING AN OFFER OR INVITATION:
In Touch - Book 1, units 7 and 9; Book 2, units 2, 4, 7, 8, 11 and 12; Book 3, units 2 and 4.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to introduce topic and focus attention on situation.	Listening Speaking	1. Introduction (Contact) Instructor arranges for guest to role play a situation in which a salesman attempts to sell the instructor something by offering a free gift. He is to be persistent. The instructor starts by showing interest. Upon realizing there is a catch, the instructor starts making excuses. As the salesman persists, the instructor gets firm and refuses the offer several times until the salesman gives up. Example: Person comes to the class and offers the instructor a free set of steak knives if he will listen to the demonstration of a new calculator. You may re-enact the situation again or have the class identify the utterances used to make excuses and decline the offer.	Guest native speaker.
Learners will be able to answer questions after hearing a telephone conversation.	Listening Speaking	2. Taped Telephone Conversation S = Salesman C = Customer C: Hello. S: Hello Mrs. Masui. I'd like to offer you a free gift. C: Pardon? S: I'd like to offer you a free gift. C: Oh ... well ... I don't know. S: We have a beautiful instamatic camera for you. C: What do I have to do? S: All you have to do is let us demonstrate the new Electro Vacuum Cleaner. C: Well, we already have a vacuum cleaner.	Tape and tape recorder.

		S: Not like this. What you have is a toy. C: Well, we can't afford a new one. S: We have a great financing package. C: Well, I'm not really interested. S: It will only take a minute and we will give you the camera whether you buy a vacuum cleaner or not. C: No. I am really not ... S: You have nothing to lose. C: No. I don't think so. S: Are you ... Click, bzz zzz * * * * * * *	
	Reading Speaking	Learners are put into small groups and given the following questions: a) What was the free gift? b) Is that an expensive gift? c) What did the salesman really want? d) Did the customer make any excuses? e) Did the excuses work? f) How many times did Mrs. Masui refuse? g) Did the salesman give up? h) What did Mrs. Masui do to stop the conversation? i) Should she have allowed the salesman to come? Learners listen to the tape again and then discuss their answers.	
Learners will be able to take the roles of persistent salespeople and declining customers	Listening Speaking	3. Role Play Learners are put into pairs. Each pair is given a situation. The salesman is instructed to persist. The consumer is instructed to make two excuses and two refusals and then terminate the conversation. Vary the difficulty of the situations according to the ability of your learners.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Reading Writing Listening	Examples of Situations: a) You are approached by a young girl. She offers you a free camera if you will attend a presentation about time-share condominiums. b) A salesman phones your home. He will give you a set of steak knives if you will let him demonstrate his vacuum cleaner. c) A salesman comes to the door. He will give you a free set of children's encyclopaedias if you buy a set of adult encyclopaedias. He is really pushing guilt and parental responsibility. d) A young man comes to the door. He offers to show you a way of obtaining free university education for your child. e) A real estate agent comes to you. She offers a free estimate of your house value. She wants you to try your house on the market. Learners rehearse the conversations and perform them for the class. The performances are discussed by the class.	Situations on cards.
Learners will be able to decide on the most appropriate method of declining an offer or invitation.	Reading Listening Speaking	4. Learners are put into groups and given a set of cards. Each card contains a situation and four utterances. The group discusses each situation, decides which utterance is most appropriate and why. Examples of Cards: a) While coming out of the liquor store, person is approached and invited to a political meeting and declines invitation to attend. 1) No thank you. I am not interested. 2) Go away. 3) Excuse me, I have a baby waiting in the car. 4) I don't have the time. b) Person declines dinner invitation from neighbour. 1) I don't like beef. 2) I'm sorry. We have to clean the house. 3) We don't want to come. 4) I'm sorry. We are busy. Maybe another time.	

		c) Worker turns down invitation to go for a drink with co-workers. 1) Gee. My wife will be very angry. 2) Drink? ... You drink? ... that's terrible ... I don't drink. 3) No way. 4) Maybe another time. d) Learner turns down offer of ride home from classmate. 1) No, thank you. 2) It's too much trouble for you. I'll take the bus. 3) It's okay. I have a ride already. 4) A ride ... with you? No, thanks. The class discusses the answers and evaluates each response on the card in the process.	
Learners will be able to generate own utterance declining offers or invitations in a variety of situations.	Listening Reading Speaking	5. Declining The instructor records invitations or offers either on language master cards or tapes. The learners generate appropriate responses. The learners work in groups. The responses are discussed by the entire class later. Alternate: The offers or invitations are written on cards and learners read them to each other. More advanced learners could be responsible for making up the situations.	Language master cards or tapes.

UNITS FOR OTHER ROLES

1. CITIZEN
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Declining an Offer or Invitation
Situation	Person declines invitation to attend a meeting of a political organization.
Objectives	1. Be aware that someone is approaching you and wants to talk. 2. Understand greetings. "Hi." 3. Greet person. "Hello." 4. Understand introduction. "I'm (name)." 5. Understand extended introduction. "of the Western Canadian Republican Party." 6. Respond. "Oh, yeah." 7. Understand invitation. "We're having a rally at the Ironworkers' Hall tomorrow and I would like to invite you to come." 8. Clarify information. "Which party?" 9. Understand clarification. 10. Obtain further clarification. "What does your party stand for?" 11. Understand response. "An independent, free enterprise, Western Canada." 12. Decline invitation. "No, I'm not interested." 13. Express opinion. "I don't agree with your point of view."

COMMUNITY MEMBER

Function	Declining an Offer or Invitation
Situation	Person declines invitation for dinner.
Objectives	1. Greet neighbour. 2. Understand response. 3. Understand invitation. "We'd like to have you over for dinner this Friday." 4. Express appreciation of offer. "Oh, that sounds nice ..." 5. Decline offer ..."but I'm afraid we can't this Friday." 6. Give reason or excuse. (optional) "We've already made plans for Friday." 7. Understand alternate plans. "Another time, then?" 8. Agree to alternate plans. "That would be very nice." 9. Express thanks. 10. Take leave.

WORKER

Function	Declining an Offer or Invitation
Situation	Worker declines invitation to go for a drink after work with fellow workers.
Objectives	1. Understand offer. "Want to go for a drink with us, later?" 2. Elicit details of offer. "Where?" "When?" "What's the occasion?" 3. Understand response. "Oh ... at the Alcazar." 4. Ask for clarification. "Pardon." 5. Understand clarification. "the Alcazar ... across the street." 6. Confirm clarification. "the Alcazar ... is that right?" 7. Understand reiteration. "Yeah." 8. Decline invitation. "Gee ... I can't go." 9. Understand response. "Oh ... that's too bad." 10. Offer reason or excuse. "I promised my wife I'd be home." 11. Understand response. "Well, why don't you call her and ..." 12. Reaffirm or expand on reason or excuse. "It's her birthday." 13. Understand response. "Oh ... well ..." 14. Take rain check. "Maybe another time." 15. Understand response. 16. Terminate conversation.

LEARNER

Function	Declining an Offer or Invitation
Situation	Learner declines offer of a ride home from a classmate.
Objectives	1. Understand offer. "Would you like a ride home?" 2. Express gratitude. "Thank you but ..." 3. Decline offer. "It's okay." 4. Give reason for declining offer. "I already have a ride." 5. Understand response. "Some other time then." 6. Terminate conversation. "Sure. See you later."

FAMILY MEMBER

Function	Declining an Offer or Invitation
Situation	Mother declines invitation for her child to attend birthday party at neighbour's home.
Objectives	1. Greet neighbour. "Hello." 2. Understand response. "Hi there, Lai." 3. Ask about her health. "How are you doing?" 4. Understand response. "Not bad." 5. Understand invitation. "Can Jushua come to Petra's birthday party on Saturday? We'd love to have him." 6. Express gratitude. "Oh ... gosh. Thank you ..." 7. Express regret. "but I'm sorry ..." 8. Provide reason or excuse. "We are going to Victoria this weekend." 9. Amplify regret. "I really wish he could go." 10. Understand response. "Oh ... that's too bad. Maybe another time." 11. Reiterate gratitude. "Thanks again." 12. Understand response or expression of good-bye. "See you later then." 13. Terminate conversation. "Right, bye."

SUMMARY OF SITUATIONS

"UNFORTUNATELY, I CAN'T.": DECLINING AN OFFER OR INVITATION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person turns down offer of a free gift from salesman who wishes to sell or demonstrate something.	Person declines invitation to attend meeting of political organization.	Person declines dinner invitation from neighbour.	Worker declines invitation to go for a drink after work with co-workers.	Learner declines offer of a ride home from a classmate.	Mother declines invitation for child to attend birthday party at neighbour's home.
Cultural Notes (in native language if necessary)	1) Free gifts are a come-on to get sales. 2) Gifts are often followed by an attempt to make you feel guilty or cheap for not buying something. 3) You can legally keep the "gift" without buying anything. 4) Do not make excuses. These salesmen will have an answer for every excuse you make. e.g. Finance plans if you say you can not afford it.	1) The true purpose of ideology of a group may not be immediately apparent. 2) Liquor stores, shopping malls, bus stops, busy city streets are often places where offers to attend a meeting are first made.	1) Neighbours may invite you to dinner in an attempt to get to know you better. 2) This is a good way to create a good atmosphere in the neighbourhood. 3) If you cannot or do not wish to go, an excuse or reason should be provided. Do not say "I don't want to." Say "I'm sorry, we'll be busy." 4) Be prepared for another in-	1) A reason for not going should be provided. 2) You may wish to take a rain check. "Catch you some other time." 3) If you do not drink alcohol, it is acceptable to order an alternative such as a soft drink. 4) Going for a drink is a good way to get to know your co-workers better and make your job easier.	1) An offer may be made for a variety of reasons. a) an attempt to make friends. b) concern for your welfare. c) an attempt to pick you up. d) an attempt to establish a car pool. e) a desire to talk something over. f) an insincere attempt motivated by a sense of obligation. 2) The reason should be evaluated before	1) Declining an invitation should include an expression of thanks and an excuse or reason for not being able to attend. 2) Even though your child did not go to the party, it is expected that the inviting neighbour's child will be invited to your child's birthday party. 3) In Canada, most small children have birthday parties and invite friends

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	5) You are in control of the situation. If they are in your house, make them leave. 6) You might have to be rude and/or nasty. 7) Know function of Consumer Affairs Dept. and Better Business Bureau.		vitation or a suggested alternate time. 5) You will have to go unless you wish to offend your neighbour. 6) A counter-offer is a good idea. "Why don't you come to our place?" 7) You should differentiate between an insincere formula invitation "You'll have to come for dinner some time" and the real thing.	5) Going for a drink can be an occasion for getting good and drunk. You may wish to avoid this.	making your response. 3) Thanks should be expressed. 4) An excuse or reason should be provided. e.g. "No, it's a nice night, I would like to walk." or "It's too much trouble for you." 5) Refusal on this occasion does not mean it would be inappropriate to ask for a ride on another occasion.	and neighbours. 4) If you do not like the neighbour or the neighbour's child, a simple "No thanks" will suffice.
Social Register	Neutral	Neutral	Informal	Informal	Informal	Informal
Vocabulary	Terms related to conditions of financing. Terms salespeople use to stir up emotions.	Names of political parties. Catch phrases for current political issues. Terms for expressing opinions. Types of political gatherings.	Names of social events. Ways of expressing regret.	Types of places to drink.	Ways of describing a ride.	Birthday party terms.

Body Language	Initially, smile and shake head. To be more emphatic: tighten jaws. Glare.	Look hurried. Brush by. Gesture "Excuse me."	Soften voice. Tilt head to one side.	Shake head.	

Supplementary material on DECLINING AN OFFER OR INVITATION:

In Touch - Book 1, units 7 and 9; Book 2, units 2, 4, 7, 8, 11 and 12; Book 3, units 2 and 4.

"I'LL PAY FOR THE PAINT IF YOU DO THE WORK."

OFFERING TO DO SOMETHING

1. UNIT FOR FAMILY MEMBER ROLE.
2. LESSON PLAN FOR FAMILY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 8

FAMILY MEMBER

UNIT: "I'LL PAY FOR THE PAINT IF YOU DO THE WORK."

Function	Offering to do Something
Situation	A landlord offers to pay for the paint if the tenant will paint the house/apartment himself.
Objectives	1. Greeting. "Can I help you?" * 2. Understand tenant's request. "Yes. We would like to have the apartment painted." 3. Ask tenant question about intention. "Are you planning to do it yourself or get someone in to do it?" 4. Understand tenant's response. "We thought painting was your responsibility." * 5. Offer to pay for the paint. "Well, I'll pay for the paint if you do the work." * 6. Understand tenant's question. "Do I go out and get the paint and send you the bill, or do I deduct it from the rent?" * 7. Respond to tenant's question. "Just take it off next month's rent."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Offering to do Something

B. Role: Family Member

C. Situation: A landlord offers to pay for the paint if the tenant will paint the apartment himself.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand tenant's request. "We would like to have the apartment painted."
2. offer to pay for the paint. "Well, I'll pay for the paint if you do the work."
3. understand tenant's question. "Do I go out and get the paint and send you the bill or deduct it from the rent?"
4. respond to tenant's question. "Just deduct it from next month's rent."

E. English Exponents: Can I + VP (productive) "Can I pay for it?"

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
    a) be able to ask "wh" questions.
    b) be able to express greetings, leave taking.
    c) be able to make simple requests. "Can you show me where the washroom is?"
2. Learners should be familiar with the following information:
    a) responsibilities of landlords and tenants according to the lease or rental agreement.
    b) it is common practice for tenants to provide labour if landlords pay costs.
    c) landlords are responsible for upkeep of rental properties.
    d) "offers" differ from "promises".
3. Determine the need for the lesson by finding out how many learners rent or rent out apartments or houses.
4. This language function lends itself to development in the other roles. In this case, explain the notion of "offering". Elicit from the class where they find themselves offering to do something and develop the lesson around those situations. Or assign 2 - 3 roles to each group to design a situation and let them develop the role plays. Brainstorm for all alternative phrasings of "offering". (See also #11 in the lesson)
5. Supplementary material on OFFERING TO DO SOMETHING:
    In Touch - Book 1, unit 8; Book 2, units 7 and 10; Book 3, units 4 and 8.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify orally an "offer to do something" from a taped dialogue.	Listening Speaking	1. The instructor provides the following textual information for a tape the learners will hear. "You will hear a conversation between a tenant and a landlord. The tenant wants his apartment repainted. The landlord offers to pay for the paint if the tenant will paint the apartment." 2. The instructor asks the learners to predict words they would expect to hear in this type of situation. 3. The instructor asks the learners to predict at least one statement they expect to hear. 4. The learners listen to the dialogue. * * * * * * *	
		Conversation: L = Landlord T = Tenant L: Yes, can I help you? T: I certainly hope so. I'd like to have my apartment repainted. L: Oh, were you planning to do it yourself or get someone in to do it? T: Well, frankly, I thought it was your responsibility. L: Not technically, but how about this? I'll pay for the paint if you do the painting yourself. * * * * * * *	Tape recorder and tape.
		5. Learners compare their predictions to the actual dialogue.	

Learners will be able to identify in writing an "offer" from a taped dialogue.	Listening Reading Writing	6. Learners are given fill-in-the-blank exercise in which the offer is blanked out. They listen to the tape and fill in the offer. They can listen to the tape as many times as they need to complete the exercise. They verify in group. * * * * * * * Handout No. 1 L: Yes, can I help you? T: I certainly hope so. I'd like to have my apartment repainted. L: Oh, were you planning to do it yourself or get someone in to do it? T: Well, frankly, I thought it was your responsibility. L: Not technically, but how about this? ____________________ __________________________________. * * * * * * *	Handout No. 1. Tape recorder and tape.
Learners will be able to identify orally appropriate variations of the above offer.	Listening	7. The learners listen to a variation of the above dialogue in which alternative appropriate forms of the offer are used. * * * * * * * L: Yes, can I help you? T: I certainly hope so. I'd like to have my apartment repainted. L: Oh, were you planning to do it yourself or get someone in to do it? T: Well, frankly, I thought it was your responsibility. L: Not technically. But (- if you do the painting, I'll pay for the paint.) (- I'd be willing to pay for the paint if you do the work.) (- I can pay for the cost of the materials.) * * * * * * *	Tape recorder and tape.
	Reading	8. The learners are given a list of offers inappropriate for this situation.	Handout No. 2.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Handout No. 2 a) Do you want me to pay for the paint? b) If you want, I'll pay for the paint. c) Would it be all right if I paid for the paint? d) I'd be happy to pay for the paint. e) I can pay for the paint.	
Learners will be able to produce an offer as in the dialogue.	Listening Speaking	9. Role Playing: In triads, learners practise original dialogue (landlord, tenant, observer). Instructor monitors the groups especially for intonation. The observer helps and corrects where necessary.	Possibly tape.
Learners will be able to produce alternate offers appropriate to this situation.	Listening Speaking	10. Role Playing: In triads, learners practise the dialogue containing the variations of appropriate offers. Instructor monitors the groups. ADDITIONAL ACTIVITIES A. Using the given dialogue, the instructor gives learners worksheets in which the landlord's part is omitted. Learners fill in language appropriate to the situation. B. Writing Exercise: the landlord writes a letter to the tenant expressing the offer to pay for the paint. - offers appropriate to writing should be contrasted with verbal offers. C. Outside of class, learners keep track of offers they hear. They discuss the different ways of offering to do things.	

Learners will be able to recognize and make offers to do things across roles.

Listening
Speaking
Reading

11. Offering Across Roles:- 4 groups, 4 different activities.

These activities can be levelled from easy to difficult or be similar enough that groups can rotate.

Group No. 1

A worksheet has a number of situations listed on it. Learners listen to a tape of "offers" and match the "offers" to the situations.

Group No. 2

Do the same thing on language master cards. One set has the situations, the other set has the offers. Sets are scrambled and learners match "situation" and "offer".

SITUATIONS	OFFERS
A salesman offers to give a customer a special deal.	I'll give you a bargain price on it.
A driver offers to help a skilled motorist.	I'll give you a push.
A learner offers to show a classmate where the washroom is.	Come on, I'll show you where to go.
One person offers to show someone where an office is.	I'll show you where it is.
etc.	

Group No. 3

Learners write lists of things landlords might be responsible for. They then practise the two-line dialogue. e.g.

Request: Can you change the light bulb on the second floor?

Promise: Sure, I can do that now.

Worksheet.
Taped answers.

Pre-recorded language master cards.

Paper and pen.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Group No. 4 Learners are given or write their own list of problem situations. As a group, they decide upon the best offer and practise role playing them, to be role played later for the entire group. Situations: a) Oh, these groceries are heavy! b) I'm too drunk to drive! c) Gosh. I've got a lot of work to do! d) I don't have time to get to the bank! e) I don't understand this exercise!	Paper and pen.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER

CONSUMER

Function	Offering to do Something
Situation	A store clerk offers a reduction in price on a floor model.
Objectives	1. Know store's policy on price reduction. 2. Know the vocabulary related to the merits of an item. 3. Greet customer. "Can I help you?" 4. Understand customer's statement of interest and question of availability. "I'm interested in this ... Is this the only one left or do you have any in stock?" 5. Respond to customer. "I'm afraid that's the only one (we've got) left." 6. Understand customer's response. "Well, I like this one but I'd rather have a new one ..." 7. Respond by offering a reduction in price. "I can take 10% off because it is a floor model."

CITIZEN

Function	Offering to do Something
Situation	A person offers to go with someone else to get information about sponsoring.
Objectives	1. Understand friend's greeting. "Excuse me, can I speak to you for a minute?" 2. Respond. "Sure. What can I do?" "What's the problem?" 3. Understand friend's statement of situation. "I want to find out about sponsoring, but my English isn't good enough." 4. Offer to go with friend. "Oh, maybe I can help. I'll go with you to the office." 5. Express gratitude. "Thanks very much."

COMMUNITY MEMBER

Function	Offering to do Something
Situation	A driver stops and offers to telephone for a tow truck for someone whose car has broken down.
Objectives	1. Know about B.C.A.A. 2. Ask what the problem is. "Hi, what's the problem?" 3. Understand response. "I'm not sure, maybe the battery." 4. Ask if driver belongs to B.C.A.A. "Do you belong to B.C.A.A.?" 5. Understand answer. "Yes." 6. Offer to telephone a tow truck. "Can I phone for a tow truck for you?" 7. Understand answer. "That would be very nice." 8. Ask for B.C.A.A. number, if necessary. "What's your membership number?"

WORKER

Function	Offering to do Something
Situation	A worker offers to do some of the extra work given to a co-worker.
Objectives	1. Know what your union's views are concerning job description. 2. Ask clarifying questions about work. "Does that have to be done today?" "Will you be able to finish it?" "Is it a rush job?" 3. Understand clarifying answer. "Yes, it has to be done today?" 4. Offer to do some of the extra work. "Can I help with some of the extra?" 5. Understand answer. "That would be great. Thanks a million."

LEARNER

Function	Offering to do Something
Situation	A learner offers to show another learner where the community library is.
Objectives	1. Understand learner's statement of needing a community library. "I'd like to find a library near here. Can you help me?" 2. Ask learner if he knows the community. "Do you know the area?" 3. Understand learner's answer. "Not very well." 4. Offer to show fellow learner where community library is by: a) drawing a map. "I can draw a map for you." b) using a map. "You are here, and here is the library." c) telling the directions. "First you go ______, and then ..." d) going with him/her. "I'll show you." OR e) driving him/her. "Let's drive there."

SUMMARY OF SITUATIONS

"I'LL PAY FOR THE PAINT IF YOU DO THE WORK.": OFFERING TO DO SOMETHING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A store clerk offers a reduction in price on a floor model.	A person offers to go with someone else to get information about sponsoring a relative to come to Canada.	A driver stops and offers to telephone a tow truck for someone whose car has broken down.	A worker offers to do some of the extra work given to a co-worker.	A learner offers to show another learner where the community library is.	A landlord offers to pay for paint if the tenant will paint the house/apartment.
Cultural Notes (in native language if necessary)	1) Stores can give reductions on floor models and/or damaged items. 2) If a store clerk makes an offer, you may barter. 3) Most reduced floor models are still covered by guarantees. 4) Not all items may be reduced (i.e. jewellery).	1) All this person can do is act as a translator. 2) Employment and Immigration Canada publishes a free booklet "New Directions: a look at Canada's Immigration Act" in Chinese, Croatian, Dutch, German, Greek, Italian, Polish, Portuguese, Serbian, Spanish and Ukranian; read it before going down.	1) Before getting out of the car to offer help, check to make sure that the other car does have a problem. 2) Lock your car and take your keys with you. 3) If you are not sure the driver really needs help, drive on but telephone the police and give location.	1) Some employers might not want workers to "share" work. 2) If you work in a union shop, offering to do someone else's work might be against union regulations. 3) Check job description to determine work you may do. 4) Doing someone else's work does not entitle you to extra pay.	1) If there is no community library in your area, the region may have a travelling bookmobile.	1) This is very common. 2) Save all your receipts, not only for paint, but also for equipment. (rollers, brushes, etc.) 3) Check with your landlord about paint colour. 4) If any repairs need to be done, ask landlord to do them before you paint.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Social Register	Neutral	Informal	Neutral	Neutral	Informal	Neutral
Vocabulary	Likes & Dislikes to like to dislike Shopping Facilities shop department store Terms related to merits of a specific product. Prices Terms of comparison	Relations with other people friend family Immigration Terms Time	Terms related to automobile problems	Work	Intellectual Pursuits to read to study library book Places map north Locations Library	Money to buy Prices Painting Equipment brushes Painting preparation for Repairs sanding filling Terms related to leases
Body Language	Point at parts and fixtures.				If using a map, stand in the direction the map is oriented to, point to the map and to the direction listener will want to go.	

Supplementary material on OFFERING TO DO SOMETHING:

In Touch - Book 1, unit 8; Book 2, units 7 and 10; Book 3, units 4 and 8.

"I'LL BE AVAILABLE THEN."

EXPRESSING WHETHER SOMETHING IS CONSIDERED POSSIBLE OR IMPOSSIBLE

1. UNIT FOR CITIZEN ROLE.
2. LESSON PLAN FOR CITIZEN ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 9

CITIZEN

UNIT: "I'LL BE AVAILABLE THEN."

Function	Expressing Whether Something is Considered Possible or Impossible
Situation	A person tells a campaign official that it is possible to volunteer in the campaign of a local politician.
Objectives	* 1. Understand that volunteering means offering your time and assistance without pay. * 2. Understand you may volunteer to do what interests you. * 3. Understand that you may volunteer time at your convenience. * 4. Understand questions regarding volunteering your time and assistance. "What times would it be possible for you to work?" * 5. Use some of the vocabulary and expressions related to political campaigns, volunteering. * 6. Ask questions regarding types of work, assistance, amount of time needed in the campaign. "What types of work could I do?" "How much time do I have to put in?" 7. Ask clarifying questions about responses given. "Would I have to work the same schedule every week?" * 8. Understand questions about possible times you could volunteer. "When is it most convenient for you?" "When is it possible for you to come?" * 9. State which times are possible/impossible. "I can volunteer during (January)." "It's possible for me to come every day at (2:00 p.m.)." "It's impossible for me to work during (March)." * 10. Respond to questions confirming specific times/dates. "Yes, I can during ______." "No, that's right, I can't during ______."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Whether Something is Considered Possible or Impossible

B. Role: Citizen

C. Situation: A person tells a campaign official that he can help in the campaign of a local politician.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand that volunteering means offering your time and assistance without pay.
2. understand you may volunteer to do what interests you.
3. understand that you may volunteer time at your convenience.
4. understand questions regarding volunteering your time and assistance. "What times would it be possible for you to work?"
5. use some of the vocabulary and expressions related to political campaigns, volunteering.
6. ask questions regarding types of work, assistance, amount of time needed in the campaign. "What types of work could I do?" "How much time do I have to put in?"
7. understand questions about possible times you could volunteer. "When is it most convenient for you?" "When is it possible for you to come?"
8. state which times are possible/impossible. "I can volunteer during (January)." "It's possible for me to come every day at (2:00 p.m.)." "It's impossible for me to work during (March)."
9. respond to questions confirming specific times/dates. "Yes, I can during _______." "No, that's right, I can't during _______."

E. English Exponents:
It is possible (productive)
It is possible + that + clause (productive) e.g. "It is possible that I can work then."
NP + can + VP (productive) e.g. "The days can be changed."

It is impossible (productive)
It is not possible + that + clause (productive) e.g. "It is not possible that I'll be available then."
NP + cannot + VP (productive) e.g. "My schdule cannot fit your needs."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   - a) be able to use "wh" questions.
   - b) have some understanding of the concept of "political system" and of Canada's 3 levels of government (federal, provincial, municipal).
   - c) have experience working in groups.

d) have experience in role playing simple dialogues.
e) have previous contact experience.

2. This lesson stresses the concept of "volunteer".
3. All campaign headquarters/offices welcome visitors and questions. Phone them first; explain who you are and who your learners are.
4. Encourage comparisons of political campaigns and volunteering in Canada and learners' native countries.
5. Any written materials picked up at campaign headquarters/offices may be used as reading exercises in class for interested, literate learners.
6. If there is a local political campaign going on, invite some politicians to class or send learners to a meeting.
7. Learners could interview volunteer campaign workers about their attitudes towards their work; or people doing other kinds of volunteer work. e.g. in community centres, hospitals, schools.
8. A lot of the vocabulary will probably be new to many learners and you will require additional activities to help learners understand these words.
9. Supplementary materials on EXPRESSING WHETHER SOMETHING IS CONSIDERED POSSIBLE OR IMPOSSIBLE:
   In Touch - Book 3, unit 11 (possibility rather than possible/impossible).

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Introduction: Using political posters, a newspaper headline, or photographs, generate discussion about current election campaign. e.g. "What kind of election is it?" "What parties are involved?" "What riding or municipality are we in?" "Who's running?" Learners call out all the vocabulary they can think of that has to do with elections.	
Learners will be able to identify new words related to municipal elections.	Listening Reading Speaking	Preparation: 1. Tape the following words on tape recorder. Learners listen two or three times and try to identify some of the ones that came up during brainstorming.	Tape recorder. Worksheet #1. Blackboard and chalk.

		election vote candidate campaign party policy volunteer canvassing mayor alderman school board city hall run office polling station support parks board 2. List these words and make copies to hand out to learners. Learners listen to tape and tick off each word they hear. 3. Instructor helps learners identify meaning of each word. Have learners write or draw pictures of meanings on blackboard.	
Learners will be able to identify and understand key words and phrases they hear on tape.	Listening	4. Have learners listen to the following dialogue and, using the same worksheet as above, tick off the words they hear. * * * * * * * * Conversation C = Citizen C.O. = Campaign Official C: Hello, is this the campaign office of mayorality candidate, Joseph Grand? C.O.: Yes, may I help you? C: Well, I support Mayor Grand and his policies and I'd like to volunteer to help in his campaign. C.O.: That's great. We could sure use as many volunteers as possible. C: What type of work could I do? C.O.: We need volunteers to answer telephones, canvass, mail, drive and work in the office. C: What hours would I have to put in? C.O.: When is most convenient to you? We need volunteers at all times. C: I can be available between 7:00 and 9:00 p.m. on weekdays; also possibly on Saturday, but it's impossible for me to work during the afternoon. C.O.: That sounds great. Why don't you come in and we can talk about it?	Tape recorder. Worksheet #1.

OBJECTIVES	SKILLS	PROCESS	DEVICES

C: Okay. How about tomorrow evening at 7:30. Is that all right?

C.O.: Fine, we'll see you then.

* * * * * * *

5. Learners explain the words they ticked off to the class. Other learners correct or further define the words.

6. Make copies of the following exercise. Divide learners into two groups. Each group listens to the taped dialogue and completes the exercise.

* * * * * * *

C: $\underset{1}{\underline{\hspace{3em}}}$, is this the campaign office of mayorality candidate, Joseph Grand?

C.O.: Yes, may $\underset{2}{\underline{\hspace{3em}}}$?

C: Well, I support Mayor Grand and his policies and I'd like to $\underset{3}{\underline{\hspace{3em}}}$ to work in his campaign.

C.O.: That's great. We $\underset{4}{\underline{\hspace{3em}}}$ use as many volunteers $\underset{5}{\underline{\hspace{3em}}}$.

C: What type of work could $\underset{6}{\underline{\hspace{3em}}}$?

C.O.: We need volunteers to $\underset{7}{\underline{\hspace{3em}}}$ telephones, canvass, $\underset{8}{\underline{\hspace{3em}}}$, drive, and $\underset{9}{\underline{\hspace{3em}}}$ work in the office.

C: What hours would I $\underset{10}{\underline{\hspace{3em}}}$?

C.O.: When is most convenient to you? We $\underset{11}{\underline{\qquad\quad}}$ at all times.

C: I $\underset{12}{\underline{\qquad\quad}}$ available between 7:00 and 9:00 p.m. on weekdays, also $\underset{13}{\underline{\qquad\quad}}$ on Saturday, but it's $\underset{14}{\underline{\qquad\quad}}$ for me to work during the afternoon.

C.O.: That sounds great. Why don't you $\underset{15}{\underline{\qquad\quad}}$ and we can $\underset{16}{\underline{\qquad\quad}}$?

C: Okay. $\underset{17}{\underline{\qquad\quad}}$ tomorrow evening at 7:30 p.m. Is that all right?

C.O.: Fine, we'll $\underset{18}{\underline{\qquad\quad}}$.

* * * * * * *

	Writing Speaking	7. Assign one learner to each blank; they write missing word(s) on blackboard and try to explain meanings.	Blackboard and chalk.
Learners will be able to understand taped dialogue and answer questions relating to the taped dialogue.	Listening Reading Writing Speaking	8. a) Instructor asks learners the following questions. i. Where is this conversation taking place? ii. Who is Mayor Grand? iii. Does the citizen agree with Mayor Grand's policies? iv. Do they need volunteers at the campaign office? v. What do they need volunteers for? vi. What hours can the volunteer work? vii. When will the volunteer go to the office? b) Divide learners into 2 groups; give one group the first 4 questions and the other group the next 3 questions. Write the questions on the blackboard. Give learners time to listen to the tape and answer the questions. c) Discuss answers together; exchange answers with the groups. Learners listen for the other group's answers and correct. d) Bring learners back together and discuss each question and answer.	2 tape recorders. Blackboard and chalk. 2 tapes of conversation.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to prepare for and complete contact assignment regarding information about volunteering for campaign of local politician.	Listening Speaking	9. Preparation for Contact: a) Instructor finds out where local politicians' offices or party headquarters are and contacts them to say that students will be visiting (if there is a learner capable of doing this, assign it to him). Get the name of one contact person. b) On language master cards or tape recorder, ask: i. Who can volunteer? ii. What types of work do volunteers do? iii. What are this party's policies? iv. What are the names of politicians in that area? v. Is it possible to volunteer and not be a party member? c) Learners practise these questions. Discuss meanings of questions. d) Divide learners into groups of 3 or 4 and assign each group to a different office. Each learner is responsible for at least one question and answer. 10. Contact: a) Assign a time limit to contact assignment. i.e. learners should stay at campaign office and ask questions and observe what happens there for at least 45 minutes, preferably longer. b) Contact assignment can be assigned during class time or before or after class, depending on class schedule, and when campaign offices are open.	Language master. Language master cards. Tape recorder.
Learners will be able to report on their contact assignment.	Reading Writing Listening Speaking	11. Contact Follow-up: Give learners a framework for the information gathered. e.g. a) ______ can volunteer.	Worksheet for answers as shown.

		b) Volunteers can perform these duties: ______________ ______________ ______________ ______________ c) This party's policies are: ______________ ______________ ______________ d) The politicians are ______, ______, ______ and ______. e) Yes, it is possible to volunteer and not be a party member. OR No, it is impossible to volunteer if you are not a party member. 12. Each group of learners answers the questions using the above framework. PRE-LITERATE LEARNERS - give them the questions on tape and let them discuss the information. 13. Pair up learners. Each learner reports answers to partner. Keep changing partners until learners have shared their information with a number of others. 14. Discuss with learners what a volunteer is, what the benefits of volunteering are, what possibilities there are for learners to volunteer, etc.	Tape recorder. Tape of questions.
Learners will be able to role play situation of volunteering to work on campaign.	Listening Speaking	15. Instructor sets a hypothetical situation for the learners: You have been asked to do volunteer work for the candidate you support. State what type of volunteer work you can do and at what possible times.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Two learners role play situation. For example: Learner 1: What type of volunteer work can you do? Learner 2: I can ______; it's also possible for me to ______. Learner 1: When can you do this? Learner 2: I can come at ______. It's possible for me at/during ______. NOTE: Make sure learners observe and practise appropriate body language. e.g. maintain eye contact. shake hands.	
Learners will be able to express what kind of work they could do in a particular volunteer situation.	Writing Speaking	16. Each learner identifies a place to do volunteer work. e.g. hospital, community centre. Each learner then makes up list of work s/he could do. Learners go around the room describing the possibilities. The word "possibility" or "possible" does not have to be used. - I could talk to patients. - I could play with children. - I could feed people. - I could help in the crafts room. - (Maybe I could) (Possibly I could) (I think I could)	

UNITS FOR OTHER ROLES

1. CONSUMER
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Expressing Whether Something is Considered Possible or Impossible
Situation	Seller of car says to buyer that it's financially possible or impossible to accept price offered by buyer.
Objectives	1. Understand that a prospective buyer will barter over the asking price and be prepared to lower it. 2. Know that you should check on the market value of your car to determine your asking price. 3. Know that all necessary papers should be ready to expedite the transaction. 4. Use some of the vocabulary and expressions related to cars, condition, bargaining. 5. Understand that a prospective buyer can ask to have the car checked over by a mechanic. 6. Greet prospective buyer. "Hello, my name is _______. You want to see the car?" 7. Give information about the car - condition, mileage, age, etc. "This is the car. It's _______. It's in excellent condition." 8. Understand prospective buyer's clarifying questions about the condition of the car. "It's a _______." "What's the _______ like?" 9. Understand questions regarding your asking price. "How much do you want for it?" "How much are you asking?" 10. State price you are asking. "I'm asking _______." "It's _______." 11. Understand response and offer to your asking price. "Um, that's a bit high." "I could offer you _______." 12. Express impossibility of accepting offered price and give reasons. "I can't accept that, this car has/is _______." "That's impossible for me to accept." "I cannot accept that, it's much too low, this car has/is _______." 13. Barter over price. (make or respond to further offers)

COMMUNITY MEMBER

Function	Expressing Whether Something is Considered Possible or Impossible
Situation	A person says it's possible for him to look after neighbours' house while they go away for a few days.
Objectives	1. Understand that you are not responsible for any damage (unless you incurred it, even accidentally) to neighbours' house if you are watching it while they are away. 2. Know exactly what your neighbour expects from you. 3. Use some of the vocabulary and expressions related to home care (watering garden) and safety. 4. Express greetings and social formulae. 5. Understand neighbours' request to look after house. "We are going away for a few days. I was wondering if it is possible for you to look after our house while we are gone?" 6. Ask neighbours for information regarding where they are going and how long they will be gone, etc. "Where are you going?" "How long will you be away?" 7. Ask neighbour what your responsibilities would be. "What would you like me to do?" "Should I _______?" 8. Ask neighbour where they could be reached in case of emergency. "Where would it be possible to reach you in case of emergency?" 9. Express possibility or impossibility of looking after neighbours' house. "Yes, I can, no problem at all." "No, I'm sorry. It's impossible. (I'll be out of town myself.)"

WORKER

Function	Expressing Whether Something is Considered Possible or Impossible
Situation	The owner of a restaurant says it is possible for an employee to take a leave of absence.
Objectives	1. Know policies regarding leaves of absence. 2. Understand that a leave of absence is without pay. 3. Use some of the vocabulary and expressions related to taking time off, scheduling, etc. 4. Greet employer and express social formulae. "Good morning/afternoon. May I speak with you?" 5. Ask employer if it is possible to take leave of absence. "Would it be possible for me to have a leave of absence during/for _______?" 6. Understand employer's questions regarding reason for leave of absence. "Why do you want this leave of absence?" "Do you have to go now?" 7. State reason(s) for request of leave of absence. "Because I have to _______." "I want a leave of absence because/to _______." 8. Understand employer's questions regarding alternate times for leave of absence. 9. Express possibility or impossibility of accommodating employer's alternative different times. "Yes, it would be possible to go _______ instead of _______." "No. I'm sorry, it's impossible for me to take it at any other time." 10. Respond to employer's assent. "Thank you very much. I really appreciate being able to go then."

LEARNER

Function	Expressing Whether Something is Considered Possible or Impossible
Situation	A learner tells a fellow learner that it is possible to participate in an extra-curricular activity. (e.g. soccer team)
Objectives	1. Understand that extra-curricular activities are very common at all levels of education. 2. Understand that you do not receive credit for participation in extra-curricular activities. 3. Understand that you are not obligated to participate in any extra-curricular activities. 4. Use some of the vocabulary and expressions related to extra-curricular sports and social activities. 5. Understand question regarding involvement in soccer. "Do you play soccer?" 6. State knowledge and experience in playing soccer. "Yes, I do. I've played soccer for _______." "I love soccer. I've been playing since _______." 7. Understand question regarding involvement in school (or community) soccer team. "Why don't you join our school team?" "Have you considered the possibility of playing for the school team?" 8. Ask clarifying questions about school (or community) soccer team. "Where do they play?" "How often do they practise?" "When do they practise?" 9. Express possibility or impossibility of participating. "I can practise during those times." "No, I don't think it will work out." "No, I'm sorry. It's impossible. (I work after school.)" 10. If possible, ask who to see about being on soccer team. "Who do I see about joining the team?" 11. Express gratitude. "Thank you for the information. I'll go see (the coach) about joining."

FAMILY MEMBER

Function	Expressing Whether Something is Considered Possible or Impossible
Situation	Landlord agrees that new tenants can move into a suite at the time they requested.
Objectives	1. Know the landlord/tenant rights and responsibilities. 2. Understand that the time tenants are moving in should be discussed prior to move. 3. Use some of the vocabulary and expressions related to moving, scheduling. 4. State times when current tenants are moving. "The people in there now are moving on _______ (during _______)." 5. Understand tenant's request for a particular time. "Can we move in that afternoon then?" 6. Express possibility/impossibility of times new tenants could move in. "It's impossible for you to move in before _______ because _______." "It will be possible after _______." 7. Understand any clarifying questions asked by new tenants. "Will the painting be done before then?" 8. Restate times. "Okay, so you'll be moving in on _______." 9. Express appropriate leave taking. "Good, we'll see you at _______."

SUMMARY OF SITUATIONS

"I'LL BE AVAILABLE THEN.": EXPRESSING WHETHER SOMETHING IS CONSIDERED POSSIBLE OR IMPOSSIBLE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Seller tells buyer that it's financially possible or impossible to accept price offered by buyer for a car.	A person tells a campaign official that it is possible or impossible to volunteer in the campaign of a local politician.	A person says that it is possible or impossible to look after neighbours' house during their absence.	The owner of a restaurant says it is possible or impossible for an employee to take a leave of absence.	A learner tells a fellow learner that it is possible or impossible to participate in an extra-curricular activity. (e.g. soccer team)	Landlord agrees that new tenants can move into a suite at tenant's requested time.
Cultural Notes (in native language if necessary)	1) Have your car in working order. 2) Be prepared to barter over your asking price. 3) It's customary for buyer to ask to have car looked over by a mechanic before deciding to buy. 4) Have all papers needed to expedite transaction. 5) Prospective buyers will want to go on a test drive. Go with	1) You do not get paid for volunteering. 2) You do not have to be a member of the political party to volunteer. 3) There are many types of volunteer work you can do; choose work that suits you. 4) Choose times that fit your schedule.	1) You are not responsible for any damages to a neighbour's house. (unless incurred by you) 2) Ask neighbours where they can be contacted if the need arises. 3) Be prepared to call police or fire dept. if need arises. 4) Find out exactly what your neighbours expect from you. 5) Such a favour is reciprocal.	1) Information about employer/employee rights are available from the Labour Relations Board. 2) If this is a union restaurant have master agreement and know contents. 3) It is common to give a leave of absence without pay. 4) A leave of absence is not a reason for firing an employee.	1) Extra-curricular activities are very common at all levels of education. 2) You do not get marks for participation in such activities. 3) Most of these activities occur after regular school hours. 4) Usually such activities have a sponsor from the faculty. 5) You are not obligated to	1) Know the landlord/tenant rights and responsibilities. These can be obtained from the rentalsman office or other government offices serving this purpose. 2) Rent is usually calculated from date of moving in. 3) Tenants should have keys to suite at the latest the day they are moving in.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	them. 6) Car must have valid licence plates to be taken on a test drive. 7) Check on the market value of your car to determine your asking price.		6) Accept if you know neighbour well.		participate in any extra-curricular activities.	4) You are not expected to help in the moving. 5) The time when tenants are moving in should be discussed prior to move.
Social Register	Neutral	Neutral	Informal	Formal/Neutral	Informal	Formal/Neutral
Vocabulary	Parts of a car.	Politics Terms related to campaigning.	House and Home Services Terms related to household routines.	Terms relating to reasons for absence.	Sports	House and Home Terms related to "moving".

Supplementary material on EXPRESSING WHETHER SOMETHING IS CONSIDERED POSSIBLE OR IMPOSSIBLE:

In Touch - Book 3, unit 11 (possibility rather than possible/impossible).

"I CAN OPERATE THE PROJECTOR."

EXPRESSING CAPABILITY AND INCAPABILITY

1. UNIT FOR LEARNER ROLE.
2. LESSON PLAN FOR LEARNER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

LEARNER

UNIT: "I CAN OPERATE THE PROJECTOR."

Function	Expressing Capability and Incapability
Situation	Learner expresses that he can/cannot use a piece of audio-visual equipment.
Objectives	* 1. Use some of the vocabulary and expressions associated with audio-visual equipment (thread, set, wind, knob, lever, dial, etc.). * 2. Understand questions about whether one is capable of using a particular piece of equipment. "Can you operate a video?" * 3. Express capability/incapability of using A-V equipment. "No, I don't know how to use it." * 4. If incapability is expressed, then ask for instructions for using equipment. "Can you show me?" * 5. Follow oral instructions for using equipment. "First, you put the slides in upside down." * 6. Follow written instructions for using equipment. "Thread the ...." * 7. Ask for clarification of instructions for using equipment. "Do you mean this button?" * 8. Give instructions for using equipment. * 9. Express capability of using audio-visual equipment. "Yes, I can do it now."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Capability and Incapability

B. Role: Learner

C. Situation: Learner expresses that s/he can or cannot use a piece of audio-visual equipment.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary and expressions associated with audio-visual equipment (thread, set, wind, knob, lever, dial, etc.).
2. understand questions about whether one is capable of using a particular piece of equipment. "Can you operate a video?"
3. express capability/incapability of using A-V equipment. "No, I don't know how to use it."
4. ask for instructions for using equipment if incapability is expressed. "Can you show me?"
5. follow oral instructions of using equipment. "First, you put the slides in upside down."
6. follow written instructions for using equipment. "Thread the ...."
7. ask for clarification of instructions for using equipment. "Do you mean this button?"
8. give instructions for using equipment.
9. express capability of using audio-visual equipment. "Yes, I can do it now."

E. English Exponents: noun phrase + can(not) + verb phrase (productive) "I can/can't operate the projector."
noun phrase + be(not) able to + verb phrase (productive) "I'm able to use it."
noun phrase + be unable to + verb phrase (receptive) "We were all unable to fix it."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) be able to use "yes/no" questions: "Can you use a ______?"
   b) be able to use "wh" questions: "What make is it?" "What is this for?"
   c) be able to ask for clarification of instructions.
   d) be able to follow simple instructional diagrams.
2. The assumption here is that learners should take responsibility for the audio-visual needs of the class, and that many learners will have had limited practice in using such equipment.
3. The reason we have chosen to develop this particular communicative situation is that it provides for interaction between learners and other staff in institutional settings.
4. We recognize that many instructors, unfortunately, do not have access to audio-visual equipment but hope that the activities in this lesson can be adapted to teach this language function using other equipment, appliances, machinery or tools.

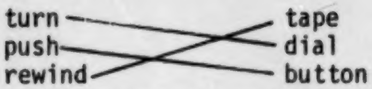
5. Supplementary material on EXPRESSING CAPABILITY AND INCAPABILITY:
In Touch - Book 1, unit 9.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to ask if one can operate a piece of audio-visual equipment.	Listening Speaking	Instructor asks learner(s) to pick up A-V equipment - e.g. a film projector in order to show a film in class. Then role plays not knowing how to operate it and asks learner, "Can you operate this?" Instructor continues to ask until someone says yes and that person comes up and shows instructor how to use it.	One piece of audio-visual equipment such as a tape recorder.
		Instructor asks for the original question and writes it on the board in blank format. ______ ______ operate ______? Blank format is a common technique used to indicate the number of words and, in some cases, key words or new words. Blanks are of equal length so as not to indicate the length of the word. Instructor then asks for other questions that ask the same thing and writes them out in the same format to be practised in pairs. You may get the following suggestions from the learners: Do you know how to use this? Can you work this? Can you operate this? Can you tell me how this thing works? How do you work this? How does this thing work? One learner shows the film and the group goes through similar activities with:	Blackboard and chalk.

		Do you know how to rewind this?	
Learners will be able to identify the parts of a (film projector) and give instructions for using it.	Speaking Writing Writing	Instructor writes "film projector" on board and learners try to name its parts, listing them on the board and using any instructions available for using the projector. (usually on inside of case) Those learners who know how to operate it can get together and work up a written description of the procedure. Contact: One or two may go to ask the A-V technician to help them put together the description or invite the person to give instructions to the class. Finally, learners compile on the board a description and instructions. e.g. Film Projector Description Make: ____________ Model: ____________ Parts: ____________ ____________ ____________ ____________ Instructions 1. Take the projector out of the case. 2. Pull out the arms. PRE-LITERATES: can do vocabulary and structural exercises such as circling the instructional verbs, the parts, etc.	Blackboard and chalk.
Learners will be able to describe the parts and attachments of a variety of A-V items.	Speaking Reading Writing	Instructor elicits names, makes and models of other A-V equipment, getting an idea of how familiar learners are with A-V equipment.	

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr>
<td></td>
<td>Writing</td>
<td>
<table>
<tr><th>Tape Recorder</th><th>Video Tape</th><th>Slide Projector</th><th>Language Master</th></tr>
<tr><td>Cassette
Reel to Reel
Panasonic
Sony</td><td>Porto Pac</td><td>Kodak</td><td></td></tr>
</table>
<p>Instructor elicits the vocabulary that describes the parts and attachments of equipment. (knob, lever, button, switch, speaker, dial, etc.)</p>
<p>In groups, learners brainstorm and list items having the same components. Use catalogues, if necessary, for ideas. (Learners can add to the chart in previous activity using vocabulary in catalogues.)</p>
<table>
<tr><th>A Knob</th><th>A Lever</th><th>A Button</th><th>A Dial</th><th>A Switch</th><th>A Speaker</th></tr>
<tr><td>a radio</td><td></td><td></td><td>a camera</td><td>a T.V.</td><td></td></tr>
</table>
<p>Learners practise describing different items.</p>
</td>
<td>Catalogues for A-V equipment.</td>
</tr>
<tr>
<td>Learners will be able to use instructional verbs appropriately.</td>
<td></td>
<td>
<p>Discussion about different models having different "controls" to perform the same function may follow. Instructor should arrange, if possible, for learners to collect a selection of A-V equipment to use for the activities which follow.</p>
<p>Learners spend a few minutes "fiddling" with equipment (pushing, flicking, turning on and off, adjusting, etc.). Then instructor dictates a list of instructional terms.</p>
</td>
<td>A selection of A-V equipment.</td>
</tr>
</table>

		e.g. turn, flick, push adjust, turn on, wind rewind, plug in, focus **PRE-LITERATES**: The words could be spelled out - e.g. "turn" - t-u-r-n A more advanced learner dictates a list of parts to be written alongside the list of instructional terms. e.g. knob lever speaker dial Learners check their spelling (with each other, previous lists or catalogue pictures) and then match the instructional terms with the names of parts. e.g. 	
Learners will be able to request and follow instructions for using A-V equipment.	Speaking	In groups, learners find out who can operate each piece of equipment. "Can you use a _______?" NAMES a language master ______________________________ a tape recorder ______________________________ an overhead projector ______________________________ a video camera ______________________________ a television ______________________________ a listening post and tape recorder ______________________________ a film strip projector ______________________________ a 35 mm. film projector ______________________________	

OBJECTIVES	SKILLS	PROCESS	DEVICES
	 Speaking	Knowing who can operate each piece of equipment, organize groups so that one demonstrator is with each piece of equipment. After one demonstration, the other learners practise using the equipment, assisting each other and giving each other instructions. With the goal being that everyone knows how to use each piece of equipment, learners are encouraged to ask questions such as: "Can you show me?" "Can I try now?" These questions should be compared with: "Will you show me?" "May I try now?" Learners move from item to item until they feel competent to use each one.	
Learners will be able to identify abbreviations on A-V equipment.	Reading	Learners copy abbreviations from equipment and match them with full forms provided. REC. Record F.F. Fast Forward REW. Rewind VOL. Volume MIC. Microphone L. Left R. Right PHONO. Phonograph AUX. Auxiliary MON. Monitor MIN. Minimum MAX. Maximum SPKR. Speaker	Worksheet as shown.

Learners will be able to identify what A-V equipment can and can't do.	Speaking	Each group of learners inspects a different piece of equipment and determines what the machine can and can't do - e.g. it can record, play back, pause, rewind, fast forward, etc. They do the same for each piece of equipment and ask each other questions such as: "Can this machine rewind?" More advanced learners could write out 3 or 4 sentences for each item.	
	Listening	Learners listen and write T (true) or F (false) for the following list. It is important that the list is read at normal speed so as not to stress the can and can't. 1. a film projector can rewind (T) 2. a tape recorder can project a picture (F) 3. an overhead projector can't show colour (F) 4. a language master can record (T) 5. a T.V. can't fast forward (T) 6. language master cards can't be re-recorded (F) 7. a tape recorder can be attached to a listening post (T) 8. a film projector can be used without sound (T) 9. a language master can repeat (T) 10. a film strip projector can't play back (T) More advanced learners can make up a similar list for further listening practice. PRE-LITERATES will need to be taught T and F.	
Learners will be able to ask for, follow and give clarifying instructions for using equipment.	Reading Listening	Following Instructions: One learner reads out or gives orally the instructions for using a piece of equipment step by step to the instructor* who does the WRONG thing every time. Other learners correct - e.g. "not in there, in the other one". * a learner could perform this instead of the instructor.	
		Instructor tapes detailed instructions for using one of the A-V items and distributes a worksheet.	Tape and tape recorder.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Listen to the tape. Put a check beside the words below when you hear them. ( ) quickly ( ) gently ( ) slowly ( ) gradually ( ) carefully ( ) immediately ( ) a little bit ( ) always ( ) not too much ( ) never	Worksheet as shown.
		Advanced learners could be told just to write down words that tell "how" or "to what extent" and then check their lists with the worksheet.	
		Learners practise using these terms, adding them onto instructional sentences used earlier - e.g. "Focus the picture gradually."	
		In pairs, one learner reads or gives orally the instructions step by step; the other follows the steps and asks clarification questions (elicited earlier) "Is this right?" "Like this?" A third learner can oversee the process and in turn report on the process - "First you told her to connect the speaker and then to turn on the power."	A selection of A-V equipment.
		Pairs or small groups may write up on poster board or newsprint instructions for using each piece or place the instructions on the walls in the classroom. Copies could be made for other classes.	Poster board, felt pens, newsprint.
		More advanced learners could put together a "manual" on using A-V equipment.	
		Contact: Instructor arranges for demonstrations to other groups of learners. Learners can be responsible for obtaining and returning equipment.	
		Additional Activities: 1. The same type of activities can be done for tools or household equipment closer to the learners' lives. One learner may, for example, want to bring in a weed eater, demonstrate its use and	

teach others to use it.

2. Learners could be assigned to go home and make a list of all electrical appliances or equipment and collect any instructions for use or maintenance. Bringing in items and demonstrating and teaching their use could become a regular weekly activity. These activities would include labelling parts, keeping lists of instructional terms and terms such as "carefully".
3. An extension of any "can you operate" activity would be a "can you fix" activity.
4. Learners could go to the A-V department and put together an inventory of the equipment, asking about the differences, advantages, limitations, costs, maintenance procedures, etc.
5. Learners could arrange brief "volunteer work experience" periods in A-V department.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. FAMILY MEMBER

CONSUMER

Function	Expressing Capability and Incapability
Situation	Person expresses to door-to-door salesperson that s/he can/cannot afford a large item, such as a vacuum cleaner, aluminum siding, encyclopaedias, etc.
Objectives	1. Know that one has the right to refuse discussion with a door-to-door salesperson. 2. Know that one is under no obligation to buy from such a salesperson, even if they have spent a lot of time "selling". 3. Know that any company can be checked out with the Better Business Bureau. 4. Use some of the vocabulary and expressions related to buying large items, payment, etc. 5. Ask about the cost and terms of payment. "What kind of payment plan do you have?" 6. Understand that different payment terms involve different interest rates. 7. Ask clarifying questions re terms of payment. "Does that mean that I will be paying $65.00 interest?" 8. Ask about guarantees. "What does the guarantee include?" 9. Understand the vocabulary of guarantees. (Guaranteed against defects in material, replacement guaranteed, parts replaced, service not covered, etc.) 10. Ask clarifying questions re guarantees. "Is labour covered within that year?" 11. Express that one can or cannot afford the item. "I'll take it." vs. "I can't afford it."

CITIZEN

Function	Expressing Capability and Incapability
Situation	Person expresses that s/he can/cannot do volunteer work for a local candidate, such as door-to-door canvassing, distributing literature or working in the office.
Objectives	1. Know that all political candidates are dependent on volunteer workers. 2. Know that a volunteer can work any number of hours/days he/she wishes but that commitments must be honored. 3. Know that a volunteer is not expected to be highly informed politically and that all volunteers are welcome. 4. Know that a volunteer does not have to be highly skilled. There is work for everyone in a political campaign. 5. Use some of the vocabulary and expressions related to political parties, campaigns, candidates. 6. Express greetings, social formulae in response to campaign worker's (e.g. a neighbour or acquaintance) opening inquiry. "I'm (name) from across the street. Do you have a minute?" 7. Understand worker's description of the situation. "I'm working for Susan Lee who is running for MP in our riding. We need people to help." 8. Understand campaign worker's request for assistance. "Are you available a few hours a week to help our party out?" 9. Ask for additional information about the candidate. "Who is she? What does she think about (issue)?" "How old is she?" 10. Understand information given. "Well, she's in favour of _______." 11. Ask for additional information about the volunteer situation. "Where is the office?" "What would I have to do?" "How many hours would I have to work?" 12. Understand clarifying information given. "As much time as you can spare." 13. Express fear or worry that one cannot be an effective volunteer because of language, inexperience, etc. "I don't like talking on the telephone." "I don't know my way around the area very well."

Objectives for Citizen (Cont'd)	14. Understand new information given to disperse fear or worry. "You won't have to do any telephone work." "You can address envelopes, greet people, etc." - Or, "Your English is fine." "You don't have to have experience." 15. Express capability of doing volunteer work. "Sure, I think I can do it."

COMMUNITY MEMBER

Function	Expressing Capability and Incapability
Situation	Neighbour expresses that s/he can/cannot take care of neighbour's child for a few hours after school.
Objectives	1. Know that people do occasionally ask for such favours. 2. Know that payment for such a favour cannot be expected. 3. Know the difference between an occasional favour and a regular service. 4. Use some of the vocabulary and expressions related to child care. "Does he like a snack?" 5. Understand the request for the favour. "I can't get home till 4:30. Can you take care of Jamie from 3:00 till 4:30?" 6. Express capability/incapability to meet the request. "Sure I can do that." or "No, I'm sorry I can't do it this time."

WORKER

Function	Expressing Capability and Incapability
Situation	Worker expresses that s/he can take on increased responsibility, such as supervising an apprentice, checking time sheets, learning a new skill, acting as a departmental liaison person.
Objectives	1. Know that taking responsibility is valued in most workplaces and often affects future job opportunities within a particular workplace. 2. Know that a worker does not have to say "yes" to all requests and should not if he/she does not feel capable of a task. 3. Use some of the vocabulary and expressions related to on-the-job training, supervision, skills, procedures, etc. 4. Express greetings/social formulae in response to supervisor's opener/interrupter. "Sure, what can I do for you?" (in response to, "Susan, can I speak to you for a moment?") 5. Understand supervisor's description of a problem or a need. "Antonia quit last week. We need someone to replace her." 6. Understand supervisor's request to take on a new responsibility. "Would you be interested in learning how to do her job?" 7. Ask for additional information about the particular request. "What would I have to do?" "Would it be instead of what I'm doing now or additional to what I'm doing now?" 8. Understand details of the type of job or skill involved given by supervisor, schedule changes. "You'd have to come in a bit earlier." 9. Express capability of taking on the new job. "Well, yes. I think I'd be able to do that all right." 10. Express appreciation for being asked to take on the new job or responsibility. "... thanks for asking me."

FAMILY MEMBER

Function	Expressing Capability and Incapability
Situation	Parent expresses to daycare worker that child can/cannot participate in certain activities (or eat particular kinds of food) because of an allergy.
Objectives	1. Know that the parent is responsible for informing daycare staff of health problems, restriction on activity, medication being taken by child, etc., and that a note from a doctor may be required. 2. Know that it is all right to ask daycare staff to accommodate special health-related situations. 3. Use some of the vocabulary related to daycare activities, materials, equipment and toys used by children, allergies and medication. 4. Describe the problem. "Rose is allergic to (household dust)." 5. Understand daycare worker's requests for clarifying information. "Is he on medication?" "Should we be giving it to him while he's here?" "How does he react? Rashes? Eyes water? Coughing? How does he react to the medicine?" (R) 6. Give clarifying information about child's allergy situation. "He's on ______. He has to go for shots every week." 7. Express that child is incapable of participating in a particular activity. "He shouldn't play with stuffed animals." 8. Understand clarifying questions about what child cannot do. "Does sleeping on the floor bother him?" 9. Express appreciation to daycare worker for accommodating child's allergy problem. "Thanks so much for looking after him."

SUMMARY OF SITUATIONS

"I CAN OPERATE THE PROJECTOR.": EXPRESSING CAPABILITY AND INCAPABILITY

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person expresses to door-to-door salesperson that s/he can/cannot afford a large item, such as a vacuum cleaner, aluminum siding, encyclopaedias, etc.	Person expresses that s/he can/cannot do volunteer work for a local political candidate, such as door-to-door canvassing, distributing literature or working in the office.	Person expresses that s/he can/cannot look after a neighbour's child for a few hours after school.	Worker expresses that s/he can take on increased responsibility, such as supervising an apprentice, checking time sheets, learning a new skill, acting as a departmental liaison person.	Learner expresses that s/he can/cannot use a piece of audio-visual equipment such as a film or slide projector, language master, tape recorder.	Parent expresses to daycare worker that child can/cannot participate in certain activities or eat particular kinds of food (because of an allergy, custom or other reason).
Cultural Notes (in native language if necessary)	1) Door-to-door sales are often prefaced by a "prize-winning" telephone call and people receiving these calls should say "No thank you" and hang up. 2) Homeowners (especially women home alone) do not have to allow door-to-door salespeople in their houses.	1) Doing volunteer work is a popular North American phenomenon. 2) Volunteers can expect to be paid little or nothing. 3) Volunteering involves making realistic decisions about the extent of a commitment and doing the work responsibly. 4) Volunteers	1) The recipient of such a request should find out exactly what the neighbour expects him/her to do. (i.e. give the child a snack? keep the child in the house?) 2) One should find out where to reach the child's parent.	1) Canadian employees generally expect workers to want to take on new and more demanding jobs and value their doing so. 2) Canadian employers expect workers to be straight forward about their capabilities and incapabilities. 3) Find out if increased re-	1) Learners are expected to operate A-V equipment where possible as part of being active learners. 2) Women as well as men should be able to use equipment. 3) If any A-V equipment malfunctions, report it right away; do not attempt to fix it	1) Daycare staff expect parent interest and involvement in the daycare. 2) Daycare staff value knowledge about your child's particular problems and customs. 3) Provide your child with alternative foods.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	3) Rudeness may be required and homeowners should not feel guilty if they are obliged to be forceful in getting the salesperson to leave. 4) Not being able to afford an item is a legitimate and appropriate reason for not purchasing it.	should not allow themselves to be taken advantage of.		sponsibility also means increased salary.	yourself.	
Social Register	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Vocabulary	Appliances Money Likes & Dislikes Home	Personal I.D. & information Politics Work skills Relationships	Family Time Daily routine Duties & responsibilities	Job duties Skills Relationships Education - training, upgrading	Media-equipment, parts and skills Understanding - to repeat, to understand	Personal & family I.D. & information Health condition Medication Recreation or play activities
Body Language	Gesturing "no" with hand.					

Supplementary material on EXPRESSING CAPABILITY AND INCAPABILITY: In Touch - Book 1, unit 9.

DO NOT FILM THIS PAGE

"MAY I BRING A TRANSLATOR?" "THAT'S ALL RIGHT."

GIVING AND SEEKING PERMISSION TO DO SOMETHING

1. UNIT FOR FAMILY MEMBER ROLE.
2. LESSON PLAN FOR FAMILY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 11

FAMILY MEMBER

UNIT: "MAY I BRING A TRANSLATOR?" "THAT'S ALL RIGHT."

Function	Giving and Seeking Permission to do Something
Situation	Parent gives permission for child to go on school camping outing (via telephone in response to notice sent home through child).
Objectives	1. Know that a parent has a right to question, find out more about, refuse permission for a school outing. * 2. Know that certain types of activities require written permission. * 3. Use some of the vocabulary and expressions related to field trip experiences. e.g. transportation, schedule, equipment needed, activities, accommodation, etc. 4. Identify self. "This is _______, Laura's mother." 5. Express purpose of call. "I'm calling about the camping trip." 6. Express confusion regarding school notice received. "I don't understand this notice." * 7. Request clarification of notice (what it says, what parent is being asked to do). 8. Understand clarification regarding #7 (especially the school's need for written consent). 9. Request additional details of trip. e.g. schedule, transportation, clothing required, etc. * 10. Express concerns (fear, worry) regarding child's well-being, legal responsibility, insurance, chaperoning, etc. * 11. Express doubt about value of such an activity. 12. Understand clarifying information given regarding #10 and #11. * 13. Give permission for child to participate.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Giving and Seeking Permission to do Something

B. Role: Family Member

C. Situation: Parent gives permission for child to go on school outing.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that certain types of activities require written permission.
2. use some of the vocabulary and expressions related to field trip experiences. e.g. transportation, schedule, equipment needed, activities, accommodation.
3. request clarification of notice (what it says, what parent is being asked to do).
4. express concerns (fear, worry) regarding child's well-being, legal responsibility, insurance, chaperoning.
5. express doubt about value of such an activity.
6. give permission for child to participate.

E. English Exponents:

giving permission:
You may + VP (productive). "You may use the car."
You can + VP (receptive). "You can go now."
(that's) all right (productive)

answering a request: Of course (productive); You may (receptive) "(of course) you may."

seeking permission:
May I + VP (productive) "May I bring a translator?"
Can I + VP (receptive) "Can I have B.C.A.A. check it out?"
Let me + VP (receptive) "Let me go home early."
Do you mind + if (receptive) "Do you mind if I tape this conversation?"

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) have enough reading skills to read the schedule and the letter in the lesson.
   b) be able to use "wh" and "yes/no" questions.
   c) have some experience with expressing opinions and feelings, and with agreeing and disagreeing. (See Section 5, EXPRESSING AGREEMENT AND DISAGREEMENT)
2. Related language functions include:
   a) Section 13, EXPRESSING HOPE
   b) Section 14, EXPRESSING DISSATISFACTION

c) Section 15, EXPRESSING FEAR OR WORRY
d) Section 16, EXPRESSING PREFERENCE

3. When you can, group learners into "stations" so that they are doing different things at one time. Then learners can exchange instructions and information and practise what they have been doing with a group that has not done it yet. Also smaller groups of two or three work more effectively with language masters and tape recorders.
4. This lesson is not appropriate for use with a group of non-parents, so you might want to develop a lesson on giving and seeking permission for one of the other roles in the language analysis if most of the students in your class are not parents.
5. Supplementary material on GIVING AND SEEKING PERMISSION TO DO SOMETHING:
   In Touch - Book 2, unit 7.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to describe a situation.	Listening	1. Introduction: Tape describes the situation. Yesterday, Sarabjit's son brought a notice home from school. It described a two-day camping trip for the grade 4, 5 and 6 children. It gave the schedule, described some of the activities for the children and listed what each child had to bring along. The notice asked parents to pay $25. for each child. At the bottom of the notice was a place for the parent's signature. Sarabjit or her husband has to sign and return the bottom portion of the notice to the child's teacher. a) The tape is played or the story read, followed by questions of the following types. After the first listening: "yes/no" questions e.g. Did he bring the notice home today?	Tape recorder and tape of situation

		After the second listening: "wh" questions e.g. Who brought a notice home? After the third listening: "why" questions e.g. Why was a notice sent? After the fourth listening: "inference" questions e.g. Is it necessary to send such notices home? b) Prompt the retelling of the story by writing key words on the board: notice, camping trip, schedule, activities, bottom portion. Learners practise the story in pairs.	Blackboard and chalk.
Learners will be able to give key information about the camping trip.	Reading	2. Preparation for Reading the Notice: Instructor elicits guesses as to what information will be included in the letter, noting accurate guesses. e.g. Hand out worksheet. (see next page)	Worksheet giving key information on notice.

OBJECTIVES	SKILLS	PROCESS	DEVICES

SCHEDULE

June 3rd

Noon: Leave school by bus.
2:30: Arrive at Camp Wyandotte.

June 5th

Noon: Leave Camp Wyandotte by bus.
2:30: Arrive at school.

Activities

- canoeing
- nature walks
- bird watching
- pottery
- table tennis
- swimming
- etc.

Accommodations

- 8 children to 1 cabin
- 1 chaperone to 1 cabin

Duties

- cooking
- table setting
- clean up after meals
- cabin clean-up
- putting away sports equipment and crafts materials, etc.

What Each Child Must Bring

- sleeping bag
- flashlight
- swim wear
- towel and washcloth
- personal hygiene items
- running shoes
- rain wear
- 1 extra pair of pants and socks, etc.

Learners can turn these items into sentences.

e.g. "The bus will leave the school at noon on June 3rd.

Learners will be able to understand written notice to parents.	Reading Listening Speaking	3. **Reading Activity**: Delete some words (as shown) - less advanced learners can use a tape along with it or choose words from a list accompanying the notice.	Tape and worksheet of the notice. List of vocabulary needed to complete the notice.

Instructions: Fill in the Blanks.

JAMES ROAD SCHOOL*

May 10, 1981.

Dear Parents:

It's time for the annual 2-day excursion to Camp Wyandotte! This year grades 4, 5 and (6) will be going on Wednesday, June 3rd (and) returning on Friday, June 5th. This event (has) become a James Road tradition, and (provides) a whole range of valuable learning (experiences) for the children. Some canoeing, (swimming), nature walks, hiking, learning about trees (and) plants, bird watching, pottery, volleyball, table tennis (and) kayaking. Cost is minimal: $25. per (child).

The children will be housed 8 (to) a cabin, supervised by 1 chaperone.

(In) addition to the recreational activities, each (child) will be assigned some duties such as (helping) prepare meals, (preparing) food, cooking (and) setting the tables, cleaning up after (meals), tidying up cabins, making beds, putting (equipment) and craft materials away, etc.

The bus (will) leave the school at 12:00, Wednesday, June 3rd (and) will arrive back at the school (at) 2:30, June 5th. The trip will take approximately 2 1/2 (hours).

Continued ....

* You may choose to ask learners to bring notices they receive from the school.

OBJECTIVES	SKILLS	PROCESS	DEVICES

Please pack the following for each (child).

- sleeping bag
- flashlight
- swim suit
- towel and washcloth
- rain wear
- a warm jacket
- toothbrush, toothpaste, soap
- running shoes
- underwear
- hiking boots (optional)
- extra clothing in case of rain

Please do not provide extra food (for) your child.

We hope all children (will) be able to participate.

- -

CONSENT FORM

Please sign and return this portion (with) a cheque in the amount of $25. (made) payable to Camp Wyandotte.

I, _______________, hereby give permission for ____________ ____________ (to) attend Camp Wyandotte from June 3rd to June 5th.

Note to the Instructor:

Instructor should develop appropriate activities to make sure learners understand the notice. This lesson will not develop these activities because the concern here is with the "CONSENT" portion.

Learners will be able to read and understand the "consent" portion of the notice.	Listening Speaking Reading Writing	4. Instructor focusses on the "CONSENT" portion, asking "what does Sarabjit have to do?" or "What is this form asking Sarabjit to do?" The group discusses the form, checks unfamiliar vocabulary (e.g. "portion") and instructor circles the words "consent" and "permission". Here is a good place to identify the function "asking and giving permission".	
Learners will be able to express opinions about the trip and ask instructor for clarifying information about it.		5. Learners discuss how they feel about the camping trip. Instructor distributes worksheet (below) and small groups or pairs discuss the questions. 1) What do you like about this camping trip? 2) What don't you like? 3) What are you worried about? 4) Do you need more information? 5) What additional information do you need? 6) How would you feel about your child going on this trip? 7) Do you think your child would want to go? 8) Do children in your native country go on trips like this one?	Worksheet.
		The groups could list their concerns and questions on newsprint, using a heavy magic marker and tape them to the walls. Learners move around, comparing concerns.	Newsprint and markers.
	Writing Speaking	Now the group compiles a list of common concerns and questions, practises expressing them and prepares to contact child's teacher regarding the trip. The list might look like this: a) This isn't "school" learning. What is the value of this trip? b) My child is a vegetarian. What food will they eat? c) Where can I get a sleeping bag? d) My child has never been away from home overnight. He'll be scared.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to decide whether or not to give permission.	Speaking Listening	6. Guest: Invite a primary school teacher, counsellor or principal in, preparing him or her to respond to learners' concerns (ideally, the guest would be a primary ESL instructor or a regular instructor with some ESL children in the class). Prepare learners as if they were going to be making a telephone call to find out more about the trip. e.g. What do you have to say first? (Identify self) Next? (Social formula) Next? (Purpose of call) etc. What is the goal of the call? To give or refuse permission. Guest comes and learners express their concerns and ask their questions. One or two more advanced learners can take notes on responses. The group summarizes and discusses the responses. Decide whether to give or refuse permission.	
	Reading Writing	All learners with children can then fill out the consent form.	
Learners will be able to identify other school requests for permission and understand the written consent forms for them.	Listening Speaking Reading Writing	7. Instructor elicits other school occasions or activities for which a parent's permission is needed. e.g. a) participation in league competitions b) field trips c) swimming programs d) inter-school athletic competitions or other events held during school hours e) events not held during school hours f) immunizations	

		Task: Learners with children are asked to go to their child's school and pick up sample consent forms. (This would require some preparation.) When these forms have been collected, instructor makes copies and learners could do any or all of these activities: a) Find and circle the words "consent", "permission". b) Circle all sentences which request permission or give permission. c) Change the written form of giving permission (e.g. "I _______, hereby ... ") to a more informal spoken version ("Sure. He can go."). d) Identify what the form is asking parents' permission for. (e.g. "In this form the school is asking my permission for my child to _______") e) Turn (d) sentences into spoken direct requests, as if the teacher was asking a parent. (e.g. "Can your child go to the art gallery on Monday?" "May we immunize your child?")	A selection of school consent forms.
Learners will be able to understand a variety of ways of asking and giving permission. and Learners will be able to ask and give permission in a variety of ways.	Listening Speaking	8. Instructor elicits ways of asking permission. e.g. a) May I _______? b) Can I _______? c) Could I _______? d) Let me _______. Learners can practise informally among themselves. Listening Activity: Listen to these sentences. Put a tick beside the ones which ask for permission. ✓ a) May I help myself? b) May I help you? ✓ c) Can I borrow your car this evening? ✓ d) Do you mind if I sit in on the class today? e) Do you mind coming a bit early?	Sentences on tape or language master cards. Worksheet for less advanced learners.

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Reading Writing	Exercise: Instructions: Rewrite these sentences so that you are asking permission. a) Expressing Want: I would like to bring a translator to my interview. Requesting Permission:______________________________ b) Expressing Want: I would like to take the car for a test drive. Requesting Permission:______________________________ c) Expressing Want: I would like to use you as a witness. Requesting Permission:______________________________ d) Expressing Want: John and I would like to switch shifts tomorrow. Requesting Permission:______________________________ e) Expressing Want: I would like to tape our conversation for my English class. Requesting Permission:______________________________ PRE-LITERATES: can listen to these sentences on a language master or tape recorder and be given them as chopped up sentences to be put in the right order. Advanced learners can go on to suggest indirect ways of asking permission. e.g. a) Would you mind if ______? b) Do you mind if ______?	Worksheet.

c) Would it be okay if ______?
d) I was wondering if ______.

(and maybe)

e) Is it okay if ______.
f) Would it be possible for me to ______?

NOTE: Some grammatical illustration and practice will probably be necessary at this point.

Now elicit ways of giving permission.

e.g.

a) You may ______.
b) You can ______.
c) You could ______.
d) It's okay.
e) Go ahead.
f) Sure!
g) Why not?
h) No problem.
i) I guess so.

Listening Activity: Put a tick beside the ones which give permission.

✓ a) Of course, you may!
b) Sure, I can.
c) You may get hungry if you don't eat before you come.
✓ d) Yes, you can say it either way.
✓ e) Yes, you can take the afternoon off.

Learners will be able to identify situations where they have needed to ask permission

Listening
Speaking
Writing

9. Group Tasks: (One way would be to group them as below.)

Group 1: (learners with no children and who aren't working)

List 5 things you have needed permission from me (your English instructor) to do.

Example: borrow a book.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Group 2: (learners with children) List 5 things you have needed permission from your child's teacher to do. Example: Keep your child home for an ethnic celebration or holiday. Group 3: (learners who are working) List 5 things you have needed permission from your supervisor to do or use.	
Learners will be able to ask permission appropriate to these situations.		10. Each group makes their list and then formulates appropriate questions asking permission. More advanced learners may wish to write out their requests in note or memo form, changing the formality of the language accordingly. Note to the Instructor: This would be a good point at which to discuss the difference between saying what you want and asking permission to do something. The wording and tone affect the listener's attitude. ESL learners seem, some how, to acquire one or two ways of asking for things (usually "I want" or "Give me") and end up appearing to demand, rather than ask. The point here is that, while it may not make sense, we often ask permission to be polite, rather than because we need permission.	
Learners will be able to apply their ability to ask and give permission to new situation.		11. Instructions: Tape: Listening to these conversations, do the following tasks: a) Underline the sentences which give permission. b) Underline the sentences which ask permission. c) For each conversation, answer the questions: 1) What is the person asking permission to do?	Tape. Worksheet as shown.

2) What two people are talking?
3) Who is asking what?

d) Rewrite the request for permission,
  making it more formal.
  making it less formal.

e) Find a partner. Tape the conversations.

f) Fill in the blanks.

* * * * * * *

Conversation I

A: Excuse me, Marlene. (Can I talk) to you for a minute?

B: Sure. What's the problem?

A: I'm feeling dizzy. (May I go) to first aid and lie down?

B: Of course. (Go ahead).

Conversation II

A: Mrs. Antonelli. This is Jean Robertson calling. Laura's teacher.

B: Oh, yes, hello! How are you?

A: Fine. I'm calling about Laura's immunization shots. (We need your permission) to give them to her. Could I ask you to return the (consent) form?

* * * * * * *

Out of Class Task:

Each learner must keep a record of all the requests for permission which they use or hear during a short period of time (e.g. 1 week). One week later, instructors review them and discuss usage.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER

CONSUMER

Function	Giving and Seeking Permission to do Something
Situation	Person looking at used car asks permission to take it for a test drive or to B.C.A.A. to have it checked out.
Objectives	1. Know that a prospective buyer should test drive a car and should have it checked out if he/she does not know enough about cars. 2. Use some of the vocabulary and expressions related to cars, parts, condition, performance. 3. Express interest in a particular car or cars. "I'm interested in this one." 4. Ask for detailed information about a particular car or cars. "Is it on its first engine? How many miles are on it? What kind of mileage does it get?" 5. Understand information given about the car. 6. Request permission to take it for a test drive. "May I test drive it?" 7. Understand permission given. "Sure." 8. Ask about conditions of test driving a car. "How far can I take it? Can I go out on the highway?"

CITIZEN

Function	Giving and Seeking Permission to do Something
Situation	Person gives permission to be interviewed on the street for a radio/T.V. opinion poll.
Objectives	1. Know that permission must be asked for and granted before any interview is done. 2. Know that every person is entitled to an opinion and is free to express it or not express it. 3. Understand the opener. "Excuse me, do you have a minute?" 4. Understand request for permission to record the interview. "I'm from CYX T.V. May I ask you a few questions?" 5. Give (a) or deny (b) permission. "Sure, go ahead." OR "Not today." 6. a) Understand opinion-asking question. "What do you think about ______?" b) Take leave. 7. Answer the question.

COMMUNITY MEMBER

Function	Giving and Seeking Permission to do Something
Situation	Person gives permission for name to be used as a witness to an accident.
Objectives	1. Know that one should provide name as a witness, especially if there are few or no other witnesses. 2. Use some of the vocabulary and expressions related to accident situations. 3. Understand and respond to question. "Did you see what happened?" 4. Understand request for permission to use name as a witness. "May I use your name as a witness?" 5. Ask clarifying questions. "What will I have to do?" "What does being a witness involve?" 6. (optional) Express uncertainty. "I'm not sure I saw exactly what happened." 7. Understand plea. "But you did witness the accident. We need someone who saw it, even if you're not sure." 8. Give permission. "Yes, you may use my name."

WORKER

Function	Expressing and Seeking Permission to do Something
Situation	Worker asks permission of supervisor to change shifts with a co-worker who has already agreed to the switch.
Objectives	1. Know that workers should not make scheduling changes without receiving approval unless company policy permits. 2. Use some of the vocabulary and expressions related to scheduling and give reasons for changing shifts. 3. Get supervisor's attention. "Excuse me, _______. May I speak with you for a moment?" 4. State problem. "I have a problem with my shift tomorrow afternoon." 5. Give reason. "I need to take my son for some tests." 6. Give clarifying information. "I've already spoken to Tony and he says he could switch shifts with me so I don't have to miss work." 7. Request permission. "Would that be all right with you?"

LEARNER

Function	Giving and Seeking Permission to do Something
Situation	Learner asks permission to tape a conversation during a contact assignment for later classroom use.
Objectives	1. Know that one must have permission to tape a conversation. 2. Use some of the vocabulary and expressions related to the purpose of the contact task and how the tape will be used for later activities. 3. Identify self and your situation or problem. "Good morning. My name is ______. I'm studying English at ______. I'm here to find out about (daycare)." 4. Ask permission to talk with person for a few minutes. "May I talk to you for a minute?" 5. Understand responses to self-introduction and request for permission. 6. Explain presence of tape recorder. "I have a tape recorder with me." 7. Request permission to tape conversation. "May I tape this conversation?" 8. Understand request for clarification. "Why?" "What are you going to do with the tape?" "Who is going to listen to it?" 9. Give clarifying information regarding purpose of taping the conversation. (How the tape will be used.) 10. Understand response. (i.e. permission given or denied) 11. Express appreciation.

SUMMARY OF SITUATIONS

"MAY I BRING A TRANSLATOR?" "THAT'S ALL RIGHT": GIVING AND SEEKING PERMISSION TO DO SOMETHING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person looking at used car asks permission to take it for a test drive or to B.C.A.A. for a check-up.	Person gives permission to be interviewed on the street for a T.V./radio opinion poll.	Person gives permission for name to be used as a witness to an accident.	Worker asks permission of supervisor to change shifts with a co-worker who has already agreed to the switch.	Learner asks permission to tape a conversation during a contact assignment for later classroom use.	Parent gives permission for child to go on school camping trip.
Cultural Notes (in native language if necessary)	1) A prospective buyer has a right to test out a used car but must have a driver's licence 2) Testing out a car does not obligate one to buy it.	1) Permission must be asked for and granted before any interview is done. 2) Every person is entitled to an opinion and is free to express it or not express it.	1) A witness to an accident should provide name and telephone number especially if there are no or few other witnesses. 2) Providing name as a witness should not be threatening. 3) A witness may be called upon to testify in court.	1) Workers should not make changes and substitutions without permission. 2) Workers should check for company policies before making such requests.	1) Permission to tape a conversation must be asked for. 2) Learner should state purpose of taping and how the tape will be used. 3) Learner should accept refusal graciously. 4) It is not uncommon for people to refuse permission.	1) A parent has a right to question or find out more about a school activity. 2) A parent has a right to refuse to allow children to participate in a school activity. 3) Field trips and other "recreational" types of activities are regarded as educational experiences and generally valued as enriching for children.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
						4) Written permission is required. 5) Parents are often welcome on such outings as chaperones.
Social Register	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Vocabulary	Kinds of vehicles Parts of vehicles Condition of vehicles	Types of Opinion Polls current issues controversial issues	Descriptive Accident Language right-of-way one-way speeding cut off Personal I.D.	Employment Positions supervisor section head Shift Vocabulary graveyard split	Vocabulary of stating a purpose for taping e.g. it's natural English, it's a listening activity, we can analyze the language.	Types of School Activities field trips Camping Equipment Camping Activities hiking swimming
Body Language	Point to car.	Nod agreement.	Nod agreement.	Point to coworker. Raise eyebrows when asking question.	Raise eyebrows when asking question. Point to tape recorder.	

Supplementary material on GIVING AND SEEKING PERMISSION TO DO SOMETHING:

In Touch - Book 2, unit 7.

"I LIKE DRIVING IT VERY MUCH."

EXPRESSING PLEASURE, LIKING

1. UNIT FOR CONSUMER ROLE.
2. LESSON PLAN FOR CONSUMER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 12

CONSUMER

UNIT: "I LIKE DRIVING IT VERY MUCH."

Function	Expressing Pleasure, Liking
Situation	While having a new automobile in for its 5,000 km. check-up, person expresses pleasure to the mechanic who services the car.
Objectives	1. Know that a new car under warranty must be taken to the dealer for servicing under the terms of most warranty agreements. 2. Understand that an appointment must be made to take car in for servicing. * 3. Use some of the vocabulary related to simple auto maintenance. 4. Understand inquiries. "Why have you brought the car in?" * 5. State purpose of your appointment. "For its 5,000 km. check-up." * 6. Respond to questions about the car. "When was the car last in?" "Last June, I think." * 7. Understand questions about your satisfaction with the car. * 8. Express pleasure with the car. "I like driving it very much." * 9. Understand questions clarifying your pleasure with the car. "So you like it - why?" * 10. Respond to clarifying/confirming questions. * 11. Ask questions regarding when the servicing of the car will be completed. * 12. Understand instructions regarding pick-up of car. "It'll be ready at _______." "Come back _______." "Maybe this afternoon, maybe _______." * 13. Take leave.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Pleasure, Liking

B. Role: Consumer

C. Situation: While having a new automobile in for its 5,000 km. check-up, person expresses pleasure/liking to the mechanic who services the car.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary related to simple auto maintenance.
2. state purpose of your appointment. "For its 5,000 km. check-up."
3. respond to questions about the car. "When was the car last in?" "Last June, I think."
4. understand questions about your satisfaction with the car.
5. express pleasure with the car. "I like driving it very much."
6. understand questions clarifying your pleasure with the car. "So you like it - why?"
7. respond to clarifying/confirming questions.
8. ask questions regarding when the servicing of the car will be completed.
9. understand instructions regarding pick-up of car. "It'll be ready at _______." "Come back _______." "Maybe this afternoon, maybe _______."
10. take leave.

E. English Exponents: This is very nice/pleasant (productive)
I like + noun (group) or pronoun (very much) (productive) e.g. "I like cars very much."
I like + Ving ... (very much) (receptive) e.g. "I like driving it very much."
I love + noun (group) or pronoun (receptive) e.g. "I love the way it handles."
It's a very good + noun (productive) e.g. "It's a very good machine."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) be familiar with a contact approach.
   b) be able to understand and read numbers (5,000) and prices ($79.80).
   c) be able to handle money.
   d) be able to understand and use time references (in 2 hours) and dates (on January 15th).
2. This lesson assumes that:
   a) instructor has car or access to one.
   b) instructor has talked to local garages and dealerships to inform them that learners will be coming on a contact assignment.

3. During contact assignment, learners should not allow native speakers to write down any answers (in fact it is not desirable to have learners displaying any paper).
4. Learners who do not complete contact assignment should be sent out again.
5. Lead-in to the lesson could be:
   a) expressed need of a student. i.e. someone has just bought a new car.
   b) from a magazine advertisement for a new car. Learners hypothesize as to what the new owners might say about the car.
   c) learners who have cars under warranty can discuss performance and warranty of cars.
6. Supplementary material on EXPRESSING PLEASURE, LIKING:
   In Touch - Book 1, unit 11; Book 3, units 5, 6 and 9.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Introduction: A learner has bought a new car and class is interested in maintenance. To introduce lesson, take everyone out to see the car, describe it, noting make, model, colour, mileage, etc. Back in class, learners question car owner about it. e.g. "Do you like your car?" Prepare group for tape.	
Learners will be able to identify vocabulary items they do not know.	Listening	1. Learners listen to the following dialogue on the tape recorder. M = Mechanic O = Owner M: Good afternoon, Mr. Short. What can we do for you today? O: I've brought my car for its 5,000 km. check-up. M: Ah! Right! When was the car last in? O: Oh! Let's see ... About six weeks ago for the 3,000 km. check-up. M: Okay. Having any problems? O: Huh?	Tape recorder and tape.

M: Is everything okay with the car?

O: Oh sure.

M: Any problems? Are the brakes okay?

O: Oh they are fine.

M: The front end is all right?

O: No problem.

M: The engine making any funny noises?

O: Not at all.

M: How is the car riding?

O: Oh, it's very comfortable.

M: Any vibrations at all?

O: No.

M: Well it sounds to me like the car is doing just fine. We'll change the oil and give you a tune-up.

O: Could you check the oil and air filter too and give it a lube job?

M: Well we'll check the filters but we don't need to lubricate it. These new cars don't require it ... by the way ... How do you like the car?

O: I love it, it's a good car.

M: Drive nicely?

O: Pardon.

M: Is it a nice car to drive?

O: Oh yeah... it handles really well ... When will the car be ready?

M: In about an hour.

O: Okay, I'll come back then.

* * * * * * *

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to read and pronounce new vocabulary.	Speaking Reading	2. The learners are put into pairs and given a check list. Engine: Spark plugs Fan belt Oil Oil filter Gas filter Air filter Coolant Excessive vibration Other: Brakes Alignment Shocks Steering Electrical Lubrication Front end Starter Learners are taught how to pronounce words on list. PRE-LITERATES are put to work using language master with vocabulary items on cards.	Worksheet of check list as shown. Language master and taped cards.
Learners will be able to learn meanings of new vocabulary items through contact with native speakers.	Listening	3. Learners are given contact assignment to do these tasks: a) go out in pairs to garages or auto dealerships. b) ask a salesman or mechanic to explain five or more of the items on the checklist and show where on the car the work would be done or the part would be located. c) thank the native speaker for cooperating and return to class. d) once back in class, explain the terms to other learners and instructor. e) each pair is to go to a different location and not team up with another pair. f) if you do not understand the native speaker, ask for clarification.	Blackboard and chalk.

		g) find out what: - warranty means - what it covers - what a car owner has to do to exercise the warranty PRE-LITERATES should be paired with literates. If learners already know some terms, ask them to find out the meanings of those they do not know.	
Learners will be able to approach native speakers and ask questions.	Speaking Listening	4. Practice for contact assignment: Learners practise in small groups approaching strangers, asking questions, clarifying information, confirming information and expressing appreciation. e.g. a) Excuse me, could you help me for a moment? b) What's a _______? c) Could you say that again? Could you speak more slowly? d) Ah, so, it's when they change the spark plugs. Oh, you mean that/the _______. e) Oh, thank you very much for your time. Learners may use language masters or tape recorders to practise questions.	Language master. Tape recorder.
Learners will be able to perform contact activity.	Speaking	5. Learners perform contact assignment.	Native speaker.
Learners will be able to demonstrate a working knowledge of new vocabulary items.	Speaking Listening	6. Contact Follow-up: a) Learners are grouped in groups of six and exchange and discuss information. b) The class discusses the meaning of the words together. Half the class writes the vocabulary on the blackboard. The other half puts the definition beside the appropriate word. c) The class discusses warranties. One learner writes new vocabulary on the blackboard. The other learners write definition beside word they know the meaning of.	Blackboard and chalk. Checklist.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		d) Instructor and learners go outside to see instructor's car. Learners describe and identify the parts of the car from the checklist and decide which ones would require regular maintenance. e) Instructor initiates discussion of own warranty policy by asking learners questions. e.g. What type of warranty do you think I have?	
Learners will be able to recognize usage of new vocabulary items.	Listening	7. Learners are instructed to use the checklist and listen to the dialogue again on tape. They are to check off those parts of the car which the mechanic in the dialogue is going to service.	Tape recorder. Checklist.
Using a fill-in-the-blank exercise, learners will be able to write new vocabulary items, recognize and write expressions of pleasure/liking.	Listening Writing	8. Learners are given the following fill-in-the-blanks with the car parts and expressions of pleasure and liking removed. They are to listen to the tape and fill in the blanks. * * * * * * * M = Mechanic O = Owner M: Good afternoon, Mr. Short. What can we do for you today? O: I've brought my car in for its 5,000 km. check-up. M: Ah! Right! When was the car last in? O: Oh! Let's see ... About six weeks ago for the 3,000 km. check-up. M: Okay. Having any problems? O: Huh? M: Is everything okay with the car? O: Oh sure. M: Any problems? Are the _______ okay? O: Oh they are _______.	Tape recorder and fill-in-the-blank exercise.

M: The _______ _______ is all right?

O: _______ _______.

M: Is it _______ okay?

O: _______ _______.

M: The _______ making any funny noises?

O: Not at all.

M: How is the car riding?

O: Oh it's _______ _______.

M: Any _______ at all?

O: No.

M: Well it sounds to me like the car is doing just fine. We'll _______ _______ _______ and give you a _______ _______.

O: Could you _______ _______ _______ and _______ _______ too and give it a _______ _______?

M: Well, we'll _______ _______ _______ but we don't need to _______ it. These new cars don't require it ... by the way ... How do you like the car?

O: I _______ _______, it's _______ _______ _______.

M: Drive nicely?

O: Pardon.

M: Is it a nice car to drive?

O: Oh yeah ... _______ _______ _______ _______ ... When will the car be ready?

M: In about an hour.

O: Okay, I'll come back then.

* * * * * * *

Writing

Correct fill-in-the-blanks exercise. Learners write answers on blackboard.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to recognize further expressions of pleasure/liking and generate some of their own.	Speaking	9. a) Instructor asks learners to substitute other expressions of pleasure/liking for the ones in the dialogue. Learners practise these new expressions in groups using tape recorder and/or language master.	Tape recorder and language master.
		b) Instructor asks learners to suggest possible replies to the following: What would you say if ... i. you found some money? ii. you are enjoying the movie? iii. you meet someone and like him? iv. you just finished a good book? v. you enjoy a class field trip or party? vi. the weather is beautiful? vii. a meal is excellent? viii. a photograph is good? ix. someone has a new sweater? x. you like your new job? Write suggestions on the board leaving a blank for the expletive (oh, wow, boy, gee, etc.) and the adjective (wonderful, terrific, excellent, beautiful, etc.) or the gerund (skiing, reading, dancing). ______, this is ______! or ______, I sure like ______. Point out appropriate punctuation. Practise intonation by clapping it out, tapping it out on the board or on a table or by the use of capital letters WOW, this is WONderful!	
		c) Learners are given a matching exercise. Make copies of the following situations and expressions of pleasure/liking and cut them up.	Cards or cut up paper.

Girl receives gift from boyfriend.	Oh, Chuck! It's gorgeous.
Mother is pleased with child's drawing.	Mary, that's beautiful.
Man likes his new car.	I love it! It drives like a dream.
Father likes daughter's boyfriend.	You know, I like your friend Dave very much.
Employee likes new schedule at work.	Really, Mr. James, this is very nice.
Woman likes election result.	Whoopee! At last! A decent government.
Woman likes community centre's pre-school program.	This is a great thing for kids to do.
Learner likes contact assignment.	I enjoy this kind of learning.
Father is pleased with son's schoolwork.	It's a very good report, Tony.

Writing

d) Learners match situation to appropriate response. Correct with class.

e) Put learners into groups. One member gives a situation and the other learners provide an appropriate expression of pleasure/liking. Groups report their situations/expressions to the rest of the class.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to generate and use new vocabulary and expressions of pleasure/liking.	Writing Speaking Listening	10. a) Pair learners - Each pair makes up its own dialogue for the original situation on tape, using vocabulary on checklist and adding new expressions of pleasure/liking. b) Learners practise role playing their dialogue. c) Learners role play their dialogue for the class.	Tape recorder.
Learners will be able to generate and use new expressions of pleasure/liking in a variety of situations.	Reading Speaking	11. a) Using magazines, learners look for advertisements showing a person with a product and create expressions of pleasure/liking that could go with each picture. Some learners will be able to give reasons. e.g. - A picture of a person with a cake and cake mix box could be saying: "I just love Fantastik Foods Cakes. They're so light and moist ..."	A variety of magazines.
	Writing	b) Learners can create their own advertisements using magazine pictures, actual products or an idea. Results can be video taped.	Video tape.

UNITS FOR THE OTHER ROLES

1. CITIZEN
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Expressing Pleasure, Liking
Situation	After an election, a person expresses pleasure with a change in government to neighbour.
Objectives	1. Greet neighbour. 2. Use some of the vocabulary and expressions related to elections. 3. State question in terms of a casual remark. "Did you see the election results?" "Quite a deal last night, eh?" 4. Comprehend response. "Yeah, what do you think?" 5. Express pleasure with election results. "I think it's great!" 6. Understand questions regarding reasons for pleasure. "Why?" 7. State reasons for pleasure. "Because I think we need a change."

COMMUNITY MEMBER

Function	Expressing Pleasure, Liking
Situation	Person expresses pleasure that a community event(e.g. auction, bazaar, picnic, variety show) is going well.
Objectives	1. Know that it's not necessary to know someone by name in order to express pleasure. 2. Know that a smile or gesture can open a conversation. 3. Know that the expression of pleasure can but does not necessarily lead to further conversation. 4. Express pleasure. "It's going very well, isn't it?" 5. Understand agreement. "Sure is."

WORKER

Function	Expressing Pleasure, Liking
Situation	Worker expresses liking of new policy regarding shift work to the supervisor.
Objectives	1. Understand that you should choose appropriate time and setting to talk with supervisor. 2. Use some of the vocabulary and expressions related to scheduling. 3. Greet supervisor in friendly, informal manner. 4. Initiate conversation with opening remarks about new schedule. "Oh, I see the new schedule is up." 5. Comprehend questions regarding new schedule. "Are you happy with it?" "How do you feel about it?" 6. Express liking of new schedule. "It's great!" 7. Give reasons. "I'm happy with it because ______." or "It's ______ because ______." 8. Take leave.

LEARNER

Function	Expressing Pleasure, Liking
Situation	Learner expresses pleasure to teacher about contact assignment.
Objectives	1. Understand that feedback is encouraged regarding field trips. 2. Use some of the vocabulary and expressions related to the event, the place, transportation and people met. 3. Summarize event and experience. 4. Understand instructor's questions regarding field trip. "How did you like the field trip?" "What did you think about the field trip?" 5. Express pleasure. "I enjoyed it. It was ______." 6. Respond to requests for more detail. "What was useful about it?" ("the film") 7. Express reasons for liking of field trip. "Because it gave me information about ______." 8. Understand other learners' questions and comments regarding field trip. "I liked the tour most."

FAMILY MEMBER

Function	Expressing Pleasure, Liking
Situation	A parent expresses pleasure with child's progress to the child's teacher during a parent-teacher night.
Objectives	1. Know that parent-teacher nights exist for the purpose of promoting communication between home and school. 2. Use some of the vocabulary and expressions related to school life and subjects. 3. Ask for directions to a particular classroom. "Excuse me. Could you tell me how to get to ... " 4. Ask clarifying questions. "You mean this hall, here?" Also repeat and confirm information. "Go up the hall, second door on the right. Is that correct?" 5. Respond to teacher's welcoming remarks. 6. Introduce self (and spouse). 7. Respond to questions about child and home life. "Yes, he reads a lot at home." 8. Understand information about child's progress. "He's doing well in ______." 9. Express pleasure with child's progress. "We're so happy that he's doing okay." 10. Understand compliments. 11. Make compliments. 12. Ask questions regarding school and class. 13. Understand response. 14. Take leave.

SUMMARY OF SITUATIONS

"I LIKE DRIVING IT VERY MUCH.": EXPRESSING PLEASURE, LIKING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	While having a new auto in for its 5,000 km. check-up person expresses pleasure to the mechanic who services the car.	After an election a person expresses pleasure with recent election results to neighbour.	Person expresses pleasure that a community event (e.g auction, bazaar, picnic, variety show) is going well.	Worker expresses liking of new policy regarding shift work to supervisor.	Learner expresses pleasure to instructor about contact assignment.	Person expresses pleasure with child's progress to teacher during parent-teacher night.
Cultural Notes (in native language if necessary)	1) One should be aware that it is the consumer's responsibility to service a new car according to the warranty. 2) Consumer should be prepared to query any expenses connected with servicing. 3) Consumer should be aware that simple maintenance is cheaper at garages than dealerships. 4) Understand that an appointment must be	1) Be prepared for disagreement. 2) It is perfectly acceptable to express opinion even if you are not eligible to vote. 3) If neighbour is unhappy with election results expression of pleasure may not be appropriate. 4) Gloating is acceptable if it is done in a light humorous way.	1) Strangers are very inclined to interact at such events. 2) Pleasure expressed here could be personal "I like this" or for the organizers' "I'm happy for them. It's going well." 3) Pleasure could be extended to appreciation "You've done a great job."	1) Supervisors appreciate positive feedback. 2) Workers have the right to provide feedback about working conditions. 3) Worker has the right to obtain a clear understanding of any new policy affecting work. 4) Understand appropriate time and setting to approach supervisor.	1) Learners are encouraged to give feedback about the class and activities. 2) Learners are expected to participate in all contact activities. 3) Contact activities are a way of learning and not a holiday from the class. 4) Learners are encouraged to take an active learning role during contact assignments. 5) Learners	1) Parent-teacher nights are arranged in advance to allow teachers and parents to meet. Parents are encouraged to attend. 2) Parents can see the teacher at any time by arranging an appointment. 3) Parents should attempt to establish some sort of rapport with the teachers. 4) Teachers appreciate know-

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	made for car to be serviced.				should be prepared to share and evaluate their experience and performance. 6) Learners should help formulate new activities using the evaluation of previous activities.	ing something of child's homelife. 5) Teachers might ask questions regarding child's study habits and outside interests. 6) Such questions are nonthreatening and socially acceptable.
Social Register	Neutral	Informal	Informal	Neutral/Formal	Neutral/Formal	Informal/Neutral
Vocabulary	Personal I.D. and Information cars, driving likes, dislikes money service times	Politics, politicians parties, issues government likes, dislikes	community events (recreational sports) likes, dislikes	Job scheduling relationships	education likes, dislikes relationships English (to understand, talk to, ask, interview, etc.)	Education, school subjects and skills family likes, dislikes achievement recreation, sports
Body Language	Minor hand gestures.	Hand gesture to convey pleasure.	Point to the thing being discussed.			

Supplementary material on EXPRESSING PLEASURE, LIKING:
In Touch - Book 1, unit 11; Book 3, units 5, 6 and 9.

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"I HOPE THAT SHE FEELS BETTER SOON."

EXPRESSING HOPE

1. UNIT FOR COMMUNITY MEMBER ROLE.
2. LESSON PLAN FOR COMMUNITY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 13

COMMUNITY MEMBER

UNIT: "I HOPE THAT SHE FEELS BETTER SOON."

Function	Expressing Hope
Situation	Person expresses hope that someone will recover from an illness or crisis.
Objectives	1. Use vocabulary related to illness or crisis. 2. Greet person. 3. Understand greetings. * 4. Inquire about ill or disturbed person. "How is Winnie?" * 5. Understand problem expressed. "Still having problems." * 6. Ask for clarification (if appropriate). "What's the matter?" * 7. Understand clarification. "Her husband has been out of work for 8 weeks now." or "She broke her arm and can't take care of the baby." * 8. Express understanding or sympathy. "I know how she feels." "That's too bad." * 9. Express hope. "I hope he finds something soon." *10. Understand response. "Thank you." *11. Take leave.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Hope

B. Role: Community Member

C. Situation: Person expresses hope that someone will recover from an illness or crisis.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. inquire about ill or disturbed person. "How is Winnie?"
2. understand problem expressed. "Still having problems."
3. ask for clarification (if appropriate). "What's the matter?"
4. understand clarification. "Her husband has been out of work for 8 weeks."
5. express sympathy. "That's too bad."
6. express hope. "I hope he finds something soon."

E. English Exponents: I hope + so (productive).
I hope + that clause (productive) "I hope that she feels better soon."
I do hope + that clause (productive) "I do hope it improves."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners need to be able to know:
    a) vocabulary related to illness or crisis.
    b) question tags. "She's not very well, is she?"
    c) contractions. e.g. That's, It's.
    d) how to express personal problems. "I had a car accident." or "My son is sick."
2. This lesson assumes that:
    a) someone in the class is ill or having a problem.
    b) the rapport in the class is good enough that people will feel free to express personal feelings.
3. Supplementary material on EXPRESSING HOPE:
   In Touch - Book 2, unit 2.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will hear an expression of sympathy and hope.	Listening Speaking	1. Instructor points out that one of the students does not look very well or happy. Then ask "What's the matter, Mah?" After response, instructor expresses sympathy, "Oh, I'm sorry" and hope, "I hope you feel better soon."	
Learners will be able to suggest problems they have or have had.	Listening Speaking	2. Instructor generates a list of problems people have.* Problems can be put on language master cards. a) "I'm tired." b) "My mother's still in Malaysia." c) "I have a cold." d) "I lost my job." e) "I'm worried about money." Learners listen to the cards and practise the expressions. While learners are practising, instructor monitors group to assure comprehension. * Allow them to determine whether or not these are true problems for them.	Blackboard and chalk. Language master machine and blank cards.
Learners will be able to match expressions of sympathy with problems.	Listening Speaking	3. The learners are put into groups of four or five. Each group has a language master. The instructor distributes two sets of language master cards (pre-recorded) to each group. One set has problems recorded on each. e.g. I have a cold. My brother died. I had a car accident. I am homesick. The other set has an expression of sympathy or empathy on each. e.g. That's too bad. I am sorry to hear that. That's terrible. It's not easy, is it?	Language master machine and two sets of cards for each group.

		Learners use the language master to match the cards. They should also practise repeating the cards. They record their voice and compare it to the original. The cards should be rotated from group to group.	
Learners will be able to match expression of hope with the problems.		4. Give each group a third set of cards with the expressions of hope that follow each expression of sympathy. e.g. I hope you feel better soon. I hope his family will be all right. I hope it wasn't serious. I hope you will feel at home here. Learners match these cards with the previous two sets. To organize the cards, colour code each group of cards and number the problem cards (1), the expression of sympathy cards (2) and the expression of hope cards (3). To review at a later time, give learners set (1) and have them generate and record appropriate expressions of sympathy and hope.	A third set of cards.
Learners will be able to complete the dialogue with appropriate responses.	Reading Listening Speaking	5. Instructor writes every line 1 on the board. e.g. 1) HELLO MARY. 2) Hi Frances. How are you? 1) TERRIBLE, MY BABY IS SICK. 2) Oh! No! That's too bad. I hope she gets better. 1) I HAD A CAR ACCIDENT THIS MORNING, TOO! 2) You are kidding! I hope it wasn't serious. 1) MY HUSBAND WILL BE ANGRY ABOUT THE CAR. 2) I hope he won't be. 1) HE WAS LAYED OFF, LAST WEEK. 2) He was. I am very sorry to hear that. I hope he gets another job soon. 1) THANKS FRANCES.	Blackboard and chalk.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Instructor may wish to (a) bring in a guest to help demonstrate the dialogue or (b) have a student read what is on the board. Another person such as (a) the guest or (b) the instructor responds. Learners are put into pairs and, using the model provided, practise the dialogue. Learners switch partners several times to get a variety of responses. Learners perform the conversation in front of the class.	
Learners will be able to generate their own dialogues around the problems.	Speaking	6. Learners are put back into pairs and given the list of problems they suggested at the beginning of the lesson. Learners generate their own mini dialogue around the problem and include expressions of sympathy and hope in each. The dialogues are performed, compared and discussed.	
Learners will be able to list a variety of expressions of hope for different situations.	Reading	7. Pre-contact: Explain to learners that they will go to a card shop and look for cards that express hope. They will need to write down the expressions to share with the class. Contact: Learners go out either in class time or as a homework task. Follow-up: Get a master list of expressions of hope from the learners and discuss under what circumstances such a card would be sent. i.e. - by whom, to whom and when. e.g. "We hope you have a good trip." Such a card is sent from a couple or a group to someone who is going to take a trip.	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Expressing Hope
Situation	Tradesperson and customer express hope that repair work is satisfactory.
Objectives	1. Know that consumers might be able to obtain a guarantee for labour, depending on the nature of the job. 2. Know that payment will be withheld if job is not satisfactory. 3. Know that it is the customer's responsibility to have a signed agreement that both parties understand and agree to. 4. Use some of vocabulary and expressions related to repairs. 5. Understand tradesperson's comments that job is completed. "It's finished." 6. Understand description of work done. "I tightened the tap." 7. Ask for clarification of problem and work done. "Which tap?" 8. Understand clarification of problem and work done. "this one." 9. Confirmation of clarification. "Okay. So the tap was loose and you tightened it." 10. Discuss cost and mode of payment. 11. Understand tradesperson's expression of hope that repairs are satisfactory. "I hope it will be okay now." 12. Confirm hope that repairs are satisfactory. "I hope so."

CITIZEN

Function	Expressing Hope
Situation	Person expresses hope that Human Rights Commission will handle a discrimination charge.
Objectives	1. Know that the Human Rights Commission mediates in situations that are discriminatory and that it exists to serve you. 2. Know you will have to present the facts of the case. 3. Know you may be asked to suggest witnesses or references. 4. Know that you may have to obtain additional information. 5. Use some vocabulary and expressions that relate to discriminatory situations. 6. Ask for an appointment at the Human Rights Commission. 7. State the problem situation. "They say I'm not tall enough for the job." 8. Answer questions regarding the situation. "Why is there a height requirement?" 9. Clarify the situation. "They say you have to be able to reach the equipment." 10. Understand requests for additional information. "Do they have that requirement in writing?" 11. Agree to obtain it. "I think so. I'll get a copy." 12. Understand Human Rights Officer's explanation of what should be done next or what will happen next. "Well, they can't do that. Bring the copy in and we'll take action." 13. Express hope that the situation will be resolved satisfactorily. "I hope this works out." 14. Understand the officer's confirmation. "I hope so too."

WORKER

Function	Expressing Hope
Situation	Worker expresses the hope that problems encountered on the job will be resolved.
Objectives	1. Use vocabulary related to work and problem situation. 2. Know that you should state a problem if it exists and do not pretend that you do not know about it. 3. Know procedures of grievance. 4. Understand complaints of problems stated by co-worker(s). "This overtime is ridiculous." 5. Respond to complaints. "I agree." 6. Express personal viewpoint re problems encountered on the job. "We shouldn't be doing this!" 7. Understand other co-workers' responses to your personal viewpoint. "I agree. It would be better to add a shift." 8. Express hope that problems encountered on the job will be resolved. "I hope they accept your suggestion." 9. Understand co-workers' responses of hope. "I hope so too."

LEARNER

Function	Expressing Hope
Situation	Learner expresses hope of meeting personal educational or vocational goals.
Objectives	1. Know the concept of goal. i.e. Thinking and planning for one's future. 2. Use some of the vocabulary and expressions related to education (classes, courses, training, part-time) and employment (types of work, licensing, skill, trade, etc.). 3. Understand instructor's or counsellor's inquiry about one's immediate personal educational and vocational goals. "What would you like to do after you finish this class?" 4. Express general goal. "I want to get a job, continue studying English, take another course." 5. Understand instructor's request for more information. "What kind of job?" 6. Give specific information. "I want a job as a _____ or _____." 7. Express uncertainty. "I don't know." or "Any job." 8. Understand instructor's inquiry about one's future, long-term goals. 9. Express the hope that one will be able to fulfill one's expectations. e.g. Get into a particular trade program for upgrading.

FAMILY MEMBER

Function	Expressing Hope
Situation	Person expresses hope to the doctor that family member will be convinced to undergo treatment.
Objectives	1. Know that the decision as to treatment is the patient's alone. 2. Know that several doctors' opinions should be considered. 3. Use the vocabulary and expressions related to medical care. 4. Understand the doctor's advice. "I think we'll treat with _____." 5. Ask for clarification of doctor's advice. "What does that do?" 6. Understand doctor's request that patient needs to be convinced that a certain treatment is desirable. "Your sister needs to be convinced that this is necessary." 7. Express hope that family member can be convinced. "I hope she believes it." 8. Understand doctor's confirmation of expressed hope. "I hope so too." 9. Understand thanks. 10. Respond to thanks.

SUMMARY OF SITUATIONS

"I HOPE THAT SHE FEELS BETTER SOON.": EXPRESSING HOPE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Tradesperson expresses hope that repair work will be satisfactory.	Person expresses hope that Human Rights Commission will handle a discrimination charge.	Person expresses hope that someone will recover from an illness or crisis.	Worker expresses hope that problems encountered on the job will be resolved.	Learner expresses hope of meeting educational/vocational goals.	Person expresses hope to the doctor that family member can be convinced to undergo treatment.
Cultural Notes (in native language if necessary)	1) Sometimes it is necessary for the consumer to obtain a guarantee from a tradesperson. 2) Payment can be withheld until job is done satisfactorily. 3) One should get several estimates before having work done. 4) Before the work is done, it should be clear whether it is only an estimate or a firm price. 5) Make sure you have read contract thoroughly	1) Visit to HRC is a formal situation. 2) Facts are best presented in a calm way. 3) It is all right to express the way you feel about what happened. 4) You command more respect if you do not call anyone names. 5) You can ask those involved to provide additional information.	1) It is considered polite to inquire about the welfare of sick or disturbed friends, relatives of people you know. 2) One should provide hope and encouragement to these people. 3) Avoid saying anything negative or depressing. 4) Be sensitive to the degree to which the person wishes to discuss the problem. 5) Sympathy is usually ex-	1) Find out what the correct grievance procedure is at your place of work and follow it to work out problems. 2) Understand problems before proceeding to grievance board. 3) Some employers expect workers to express problems rather than ignore them.	1) People should be able to identify their goals. 2) It is sometimes easier to achieve goals if the steps toward achievement are identified first and tackled one by one.	1) The decision to have treatment is the patient's alone. 2) Hospitals have consent forms to be signed before treatment. These should be understood. It is not necessary to sign. 3) Several doctors' opinions should be sought. 4) Hope can be agreement as in "I hope so."

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	before signing it. 6) Cross check price of materials listed on estimate independently.		pressed in such a situation. 6) Refrain from giving advice unless it is solicited.			
Social Register	Neutral	Formal	Neutral	Neutral	Neutral	Neutral
Vocabulary	House and Home Services Parts being serviced.	Personal identification. Terms related to discrimination.	Health and illness. Parts of the body. Emotional crises Expressions describing condition.	Terms of workplace. Terms describing problems.	Education Intended profession or occupation. Terms related to certification, licensing etc.	Health and illness. Terms related to consequences of ignoring problem
Body Language	Point to part repaired.		Nod.	Nod. Smile.		

Supplementary material on EXPRESSING HOPE:

In Touch - Book 2, unit 2.

"THIS IS NOT WHAT I WANTED."

EXPRESSING DISSATISFACTION

1. UNIT FOR CONSUMER ROLE.
2. LESSON PLAN FOR CONSUMER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 14

CONSUMER

UNIT: "THIS IS NOT WHAT I WANTED."

Function	Expressing Dissatisfaction
Situation	Customer expresses dissatisfaction with defective merchandise.
Objectives	* 1. Use some of the vocabulary and expressions related to defective articles. (shrunken, torn, short circuits) 2. Know consumer rights. 3. Know store's policy regarding return of goods. * 4. Express greetings. * 5. State problem. "I bought this toaster here last week and it doesn't work." * 6. Understand request for clarification. "What's the matter with it?" * 7. Clarify information. "It won't stay down." 8. Understand directions. "I can't help you. You'll have to see the manager, Mr. Averbach." 9. Interrupt. "Excuse me, Mr. Averbach." 10. Understand response. "Just a moment." 11. Persist with interruption (optional). "I'm in a hurry." 12. Understand request for information. "What's the matter?" 13. Restate problem. "This toaster doesn't work. It won't stay down." 14. Understand response. "Uh-huh." * 15. Ask for information regarding return, replacement or repair. "Can I get another one?" * 16. Understand response or directions. "Sure, just go get another one." or "I'm afraid we're out of them but we can fix it for you." * 17. Express appreciation.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Dissatisfaction

B. Role: Consumer

C. Situation: Customer expresses dissatisfaction with defective merchandise.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary and expressions related to defective articles. (shrunken, torn, short circuits)
2. express greetings.
3. state problem. "I bought this toaster here last week and it doesn't work."
4. understand request for clarification. "What's the matter with it?"
5. clarify information. "It won't stay down."
6. ask for information regarding return, replacement or repair. "Can I get another one?"
7. understand response or directions. "Sure, just go get another one." or "I'm afraid we're out of them but we can fix it for you."
8. express appreciation.

E. English Exponents: I don't like this (productive)
I don't like it like this (receptive)
This is not right yet (productive)
This is not what I want(ed)/need/meant (productive)/had in mind (receptive)

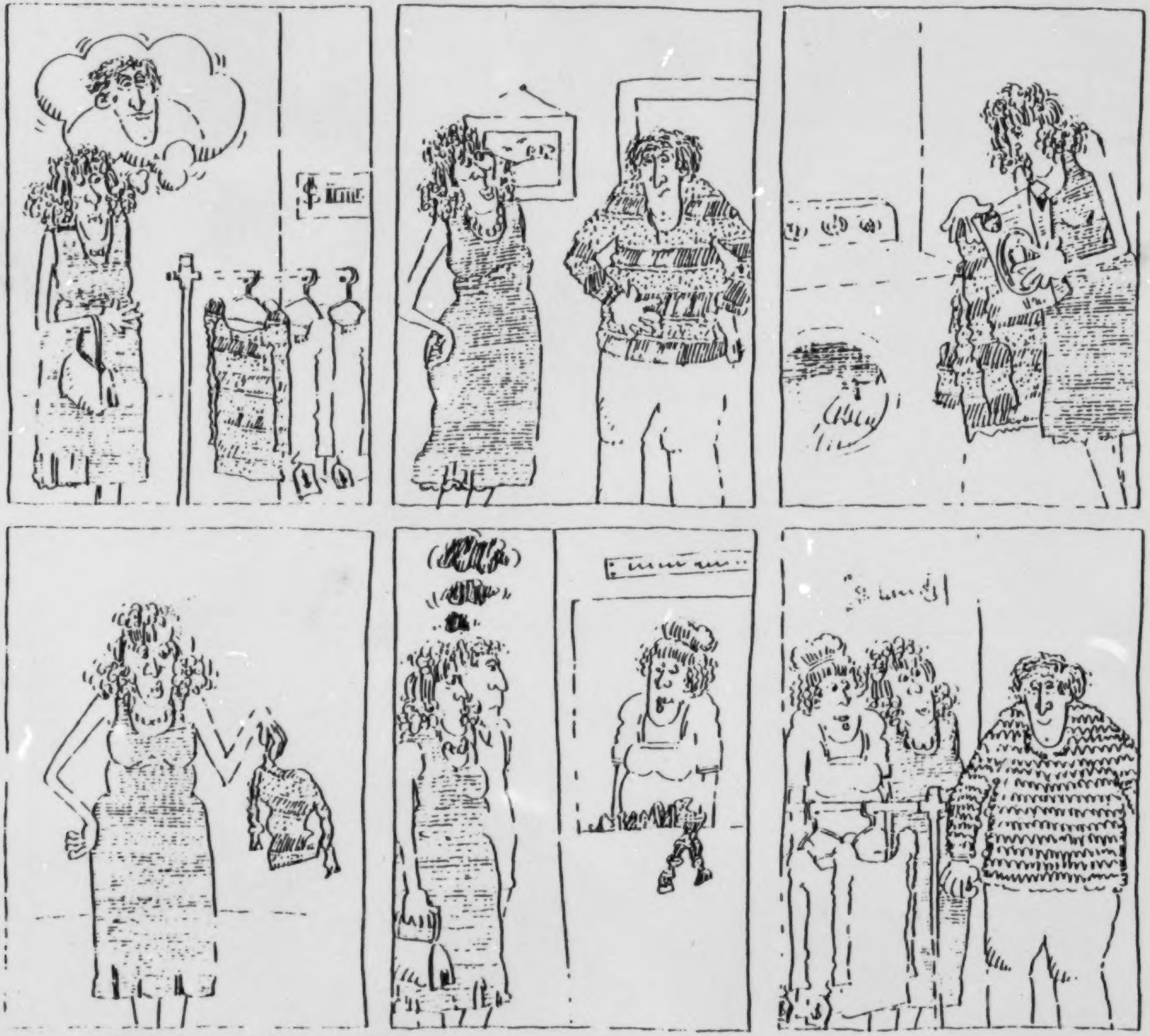
F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) be able to use simple present, past and future references.
   b) have some previous experience with developing short role plays.
2. Focus on two aspects of communicative situation.
   a) Identify and justify source of dissatisfaction.
   b) Suggest appropriate solution or compensation.
3. During role plays, it may or may not be desirable to focus on the entire situation. You may choose to restrict it to a few lines about the problem and solution.
4. Consumer rights might be a useful topic to be sidelined into.
5. Basic rules of consumerism might have to be explained. e.g. Goods bought on sale cannot be returned.
6. Supplementary materials on EXPRESSING DISSATISFACTION:
   In Touch - Book 2, units 3 and 5; Book 3, units 1, 3, 6, 7, 9 and 12.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to retell a short narrative after hearing it a few times.	Listening Speaking	1. Cartoon Story: Half of the class is sent out of the classroom. They are told to return in twenty minutes. Cartoon sheets are distributed to remaining learners. They are told to listen carefully and learn the story.* They must not write anything down. They will have to teach the story to one other learner. Instructor teaches story: a) Tells story twice. b) Has learners repeat it after him twice. c) Asks individual learners to tell one frame of story. Correcting them. d) Asks two individuals to tell entire story. e) Asks pairs of learners to practise story. Other half of class returns and is paired with those who know the story. The first group teaches the story to the second group. (15 minutes) Instructor asks returning learners to tell story, frame by frame.	Progressive picture story, "A New Sweater".
	Reading Writing	2. Story is put onto board as: a) a fill-in-the-blank exercise or b) an error correction exercise. a) She _______ to the _______ store _______ buy a sweater. b) She was go to the department store. For buy a sweater. Exercise is corrected and discussed.	Blackboard and chalk.
		* See story on reverse of picture.	

The Sweater...



OBJECTIVES	SKILLS	PROCESS	DEVICES
		Cartoon Story: a) Last week, Angela Wong went to the shopping mall to buy a sweater for her husband's birthday. b) When he saw it, he loved it. c) One week later, she washed it. It shrank. d) She was very unhappy and told her husband about it. He was unhappy too! e) They went back to the shopping mall. f) They went to the customer service department to talk about it. g) They showed it to the lady who worked there, and complained about it. h) They exchanged it for a new sweater.	
Learners will be able to answer questions about the narrative.	Listening Speaking	3. Specific complaint is discussed. e.g. What is the problem? What did she say to the lady in the customer service department? How did she help the lady who bought the sweater?	
Learners will be able to express dissatisfaction.	Speaking Reading Writing	4. The learners brainstorm a list of expressions of dissatisfaction that are appropriate to the story. The list is put on the board. i.e. a) This sweater is no good. b) This sweater is of very poor quality. c) This sweater is terrible. d) The sweater I bought last week shrank. Learners practise asking each other: "How do you like the new ______ you bought last week?" "What's the matter with it?" And answering: "I don't. It's ______."	

<table>
<tr>
<td>Learners will be able to express dissatisfaction in simple role play.</td>
<td>Listening
Speaking</td>
<td>5. The learners are put into trios and rehearse a role play of frames six and seven of the story. Role play should include complaint, suggested solution and negotiation.
Some of the role plays may be acted in front of the class and evaluated for the appropriateness of the language used, the effectiveness of the body language, and stress and intonation.</td>
<td></td>
</tr>
<tr>
<td>Learners will be able to match expression of dissatisfaction to correct situation and solution.</td>
<td>Reading
Speaking
Listening</td>
<td>6. Learners are put into groups of five.
Each group is given three sets of cards. One set has situations on them. Another has expressions of dissatisfaction. The last has solutions.
Learners match the sets of cards.
Examples of Cards:
<table>
<tr><th>Situations</th><th>Expressions of Dissatisfaction</th><th>Solutions</th></tr>
<tr><td>New car has leak.
Car dealer.</td><td>This isn't very well made, is it?</td><td>It's too bad, but this kind of thing is not guaranteed.</td></tr>
<tr><td>Book has pages missing.
Book store.</td><td>I can't teach this.</td><td>Let them figure it out.</td></tr>
<tr><td>Pet parrot died after one week.
Pet store.</td><td>Get off my back, will you?</td><td>No solution. You should have asked.</td></tr>
<tr><td>Hamburger was cold at restaurant.</td><td>I just bought the thing and it died.</td><td>Have them replace damaged carpet and fix leak.</td></tr>
<tr><td>New shirt has button missing.
Clothing store.</td><td>I didn't know it was so busy and you didn't tell me.</td><td>Get it warmed up.</td></tr>
</table>
</td>
<td>Sets of cards prepared for matching exercise.</td>
</tr>
</table>

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Situations</th><th>Expressions of Dissatisfaction</th><th>Solutions</th></tr>
<tr><td>Real estate agent didn't tell you about traffic outside new house.</td><td>I've only gone about 1,000 KM and look at the carpets.</td><td>Get a replacement.</td></tr>
<tr><td>Finance company keeps asking for payment even though you've already paid them.</td><td>I can't finish it like this.</td><td>Have them fix it.</td></tr>
</table>
</td><td></td></tr>
<tr><td>Learners will be able to provide alternate expressions and solutions for a variety of situations.</td><td>Listening
Speaking</td><td>7. Learners discuss other ways of expressing dissatisfaction and better or alternate solutions with group.
Alternate expressions and solutions are discussed by entire class.
Learners are put into pairs and asked to role play one or more of the situations on the cards or make up their own.
Role plays are acted out, discussed and evaluated.</td><td></td></tr>
<tr><td>Learners will be able to pick up ways in which native speakers express dissatisfaction.</td><td>Listening
Speaking
Writing</td><td>8. Contact Homework:
The instructor assigns contact homework. During the next week, while shopping or carrying out other transactions, they are to listen for expressions of dissatisfaction. These utterances are to be written down on cards, together with the situation and solution for discussion in class. These situations can be simple or complex.
e.g. Customer expresses dissatisfaction with rising price of coffee to supermarket cashier.
The following week, learners report back their findings and review their knowledge and use of the function.</td><td>The community.
Index cards.</td></tr>
</table>

UNITS FOR OTHER ROLES

1. CITIZEN
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Expressing Dissatisfaction
Situation	Citizen expresses dissatisfaction to neighbour over government decision to raise provincial taxes again.
Objectives	1. Understand news or rumour of tax hike. 2. Use some of the vocabulary and expressions related to government, taxes, expenditures. 3. Express greetings and social formulae. "Hi, how are you doing?" 4. Understand neighbour's remark regarding report of tax hike. "I see the government raised our taxes again." 5. Ask for neighbour's opinion. "What do you think of that?" 6. Understand opinion. "I guess they have to do it." 7. Express dissatisfaction. "Well, I'm not too happy about it." 8. Understand query. "Oh ... why not?" 9. Justify dissatisfaction. "They already take enough of my pay cheque." 10. Understand response. "I guess so." 11. Deliver closing comment. "Probably just use the money to get re-elected." 12. Take leave. "Well, I've got to get to work ... see you later."

COMMUNITY MEMBER

Function	Expressing Dissatisfaction
Situation	Person expresses dissatisfaction to police officer over failure to control local vandals.
Objectives	1. Use some of the vocabulary and expressions related to acts of vandalism. (scratched, broke, stole, kicked in, spray bombed, threw) 2. Call police department. 3. Understand requests for personal information. (name, address) 4. Provide information. 5. State problem. "Some local boys have spray painted my garage." 6. Respond to requests for clarification. "Do you know who they are?" ("No, but I've seen them in the neighbourhood.") 7. Understand confirmation of information. "Okay, so it was last night at about 6:00 ... " 8. Correct information. "No, there were only two." 9. Understand directions. "Okay, an officer will ..." 10. Prevent termination of conversation. "Just a moment." 11. Express dissatisfaction. "This has happened before. I'm not very satisfied with ..." 12. Give reasons for dissatisfaction. "because we've called the police before but the vandalism just gets worse." 13. Request further information. "Why can't the police do anything?" 14. Understand information given by police about the problems of controlling vandalism.

WORKER

Function	Expressing Dissatisfaction
Situation	Worker expresses dissatisfaction over lack of promotion to supervisor.
Objectives	1. Evaluate whether promotion is unreasonably withheld or not. 2. Find appropriate time and setting to approach supervisor. 3. Ask if supervisor has time to talk. "Could I speak to you for a moment?" 4. Understand response. "Sure, what's the matter?" 5. Introduce problem. "I'd like to ask you about promotions here. I've been working here for 6 years and you seem happy with my work." 6. Pause and wait for response. 7. Understand response. "Yes, I am. Your work is fine." 8. Express dissatisfaction in pointed fashion. "Well, why have I not been promoted? I've been a dependable employee." 9. Understand response and decide appropriate follow-up. e.g. Boss gives excuse. Boss pretends he doesn't know why. Boss gets angry. Boss expresses sympathy and makes promise.

LEARNER

Function	Expressing Dissatisfaction
Situation	Learner expresses dissatisfaction with uncooperative classmate to instructor.
Objectives	1. Be sure that person being complained about is genuinely uncooperative. 2. Use some of the vocabulary and expressions related to group work or other classroom activities. 3. Get attention of instructor. "Excuse me, Miss Moreton." 4. State problem. "I am having trouble working with Tony." 5. Express dissatisfaction with classmate. "He doesn't seem to want to work with us." 6. Understand teacher's response. "Oh ... why not?" 7. State reasons for dissatisfaction. "I don't think he's interested in our project?" 8. Understand response. "That's too bad. Why don't you suggest he choose another group?"

FAMILY MEMBER

Function	Expressing Dissatisfaction
Situation	Husband expresses dissatisfaction to U.I.C. over termination of wife's maternity benefits.
Objectives	1. Realize that U.I.C. can be inconsistent. 2. Find justification for continuation of benefits. 3. Locate U.I.C. office. 4. Find appropriate U.I.C. official. 5. State problem. "My wife's U.I.C. benefits have been terminated." 6. Understand response. "That's probably right. What's the problem?" 7. Express dissatisfaction. "I think something's wrong and we need the money." 8. Understand response. "What's wrong?" 9. Give reason. "The payments should have continued for four more months." 10. Ask for clarification. "Why were they stopped?" 11. Respond to requests for clarification. "How long did she receive benefits?"

SUMMARY OF SITUATIONS

"THIS IS NOT WHAT I WANTED.": EXPRESSING DISSATISFACTION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Customer expresses dissatisfaction with defective merchandise.	Citizen expresses dissatisfaction to neighbour over government decision to raise provincial taxes again.	Person expresses dissatisfaction to police officer over failure to control local vandals.	Worker expresses dissatisfaction over lack of promotion to supervisor.	Learner expresses dissatisfaction with uncooperative classmate to instructor.	Husband expresses dissatisfaction to U.I.C. over termination of wife's maternity benefits.
Cultural Notes (in native language if necessary)	1) Dissatisfaction with defective merchandise can be expressed. 2) Expressing dissatisfaction involves two steps: a) State the problem. (The shirt has a flaw.) b) State what you want. (I would like another one, or a refund.) 3) Some smaller stores have policies re "no refunds or ex-	1) Your neighbour will interpret your remark either as part of social formulae (a passing remark) or as an invitation to discuss it in detail.	1) Dissatisfaction should be expressed not as a personal attack but rather as a series of facts, followed by some suggestions 2) Individual police officers are not personally responsible for the failure to control local vandals. They should listen to the complaint and write a report for the police dept.	1) Know what the criteria for promotion is before going to the supervisor. i.e. Know your contract. 2) Prepare for the discussion by organizing thoughts on your abilities, responsibilities and experience. 3) Do not attack the supervisor for the decision but rather: a) Provide the facts. b) State what you would like	1) Discretion is important. Such a discussion should be private between you and the instructor. 2) Expressing dissatisfaction involves three steps: a) State the problem. (So and so speaks in her own language all the time.) b) Give examples if possible. c) State what you would like to see happen. 3) Complaints	1) Some decisions are reversible. i.e. Do not accept every decision that a government office hands down. 2) It is up to *you* to make sure you get your benefits. 3) Government offices *do* make mistakes. 4) Be patient, you may have to go to half a dozen places before you get the answer you want. 5) Emotionalism

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	changes" especially on sale merchandise. Know these policies before you buy.			at this point.	are better heard if a constructive proposal is made. e.g. Perhaps learners of the same nationality should not be seated together.	is usually counter productive. 6) Present the facts and what you want.
Social Register	Neutral	Informal	Neutral	Formal	Neutral	Neutral
Vocabulary	Terms related to merchandise purchased. Terms that describe problems, defects, malfunctions.	Terms related to taxes.	Terms related to vandalism. Terms related to property. Terms related to neighbourhood. Terms related to descriptions of people.	Terms related to one's job responsibilities.	Terms related to behaviour.	Personal Identification. Family Money Maternity U.I.C. Language
Body Language	Point to the flaw or problem if possible.			Point to contract if you are referring to it.		

Supplementary material on EXPRESSING DISSATISFACTION:

In Touch - Book 2, units 3 and 5; Book 3, units 1, 3, 6, 7, 9 and 12.

"I'M WORRIED ABOUT MY COVERAGE FOR THEFT."

EXPRESSING FEAR OR WORRY

1. UNIT FOR CONSUMER ROLE.
2. LESSON PLAN FOR CONSUMER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 15

CONSUMER

"I'M WORRIED ABOUT MY COVERAGE FOR THEFT."

Function	Expressing Fear or Worry
Situation	A person expresses worry to an insurance agent that he doesn't have adequate house insurance coverage and would like to increase coverage.
Objectives	1. Know what is on your present policy. * 2. Use some of the vocabulary and expressions related to home insurance coverage. * 3. Understand that there are various types of coverage. 4. Know where your insurance coverage is adequate. * 5. Greet insurance agent. * 6. Understand agent's greeting and question. "How may I help you?" "What can I do for you today?" * 7. State reason you are there. "I'm afraid that my coverage is not enough." "I'm worried about the coverage for (theft) in my insurance policy." "I don't think I have enough coverage, and it worries me, in case of ______." * 8. Respond to agent's questions regarding amount of coverage you would like. * 9. Ask agent to explain various policies, coverages and costs. "What are the different kinds of coverage available?" 10. Understand agent's answers to what policy/coverage would best meet your needs. * 11. State what specific coverage you want. "Okay. Well, I think the replacement coverage is what I need."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Fear or Worry

B. Role: Consumer

C. Situation: A person expresses worry to an insurance agent that he doesn't have adequate house insurance coverage and would like to increase coverage.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary and expressions related to home insurance coverage.
2. understand that there are various types of coverage.
3. greet insurance agent.
4. understand agent's greeting and question. "How may I help you?" "What can I do for you today?"
5. state reason you are there. "I'm afraid that my coverage is not enough." "I'm worried about the coverage for (theft) in my insurance policy." "I don't think I have enough coverage, and it worries me, in case of ________."
6. respond to agent's questions regarding amount of coverage you would like.
7. ask agent to explain various policies, coverages and costs. "What are the different kinds of coverage available?"
8. state what specific coverage you want. "Okay. Well, I think the replacement coverage is what I need."

E. English Exponents: I'm afraid of (productive) "I'm afraid of being robbed."
I'm worried about + NP (productive) "I'm worried about the insurance coverage for my home."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) have some background with comparatives and superlatives. (e.g. big, bigger, biggest; more, most)
   b) have had previous experience with contact assignments.
   c) have some understanding of stress and intonation patterns and with marking for stress and syllables.
   d) have some experience doing transcription.
2. This lesson assumes learners have or are thinking about buying homes. It is easily applied to tenant's insurance if most learners live in apartments.
3. Assign work appropriate to learner's level; allow learners to spend longer on any section if they so require.
4. Learners should bring in their own insurance policies if they have any. (car, house, medical, etc.)

5. You may touch upon negative consequences of not having insurance in case of emergency.
6. Compare differences/similarities with other countries.
7. Supplementary material on EXPRESSING FEAR OR WORRY:
In Touch - Book 1, unit 11; Book 2, unit 12; Book 3, units 7, 8 and 10.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to recognize and pronounce new vocabulary items.	Speaking Reading Listening	1. On tape and/or language master cards record the following vocabulary; also hand out a worksheet of these words to each learner. homeowner policy policy number policy period insured agent residence premises covered coverage insurance conditions liability rating frame deductible dwelling building private structures personal property additional living expenses personal liability medical payments property damage premium forms limit This list may be broken up into sections, or words may be grouped according to number of syllables. Practise marking stress and intonation with one or two of above or other words as an example. Use different coloured chalk. 2. Pair learners and assign 4 - 5 words to each learner. Learners listen to their assigned words and mark the stress.	Worksheet #1 (vocabulary). Tape recorder and/or language master.

<table>
<tr><th></th><th></th><th></th><th></th></tr>
<tr>
<td></td>
<td>Writing</td>
<td>3. One learner from each pair writes words on blackboard, marks the stress and teaches other learners pronunciation. Use tape/language master cards to correct if learners are making mistakes.

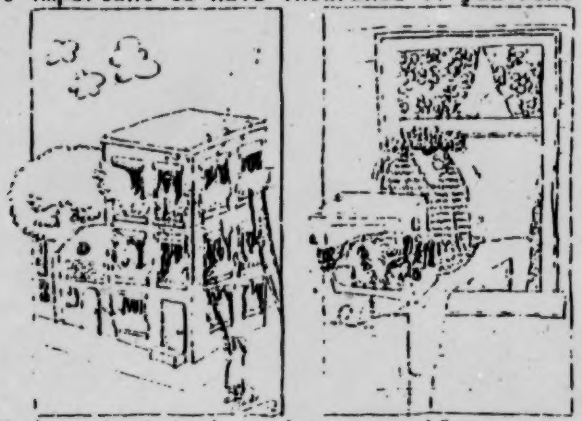
Definitions of vocabulary will be covered later on. To introduce lesson, begin with a few definitions only.</td>
<td>Blackboard and chalk.</td>
</tr>
<tr>
<td>Learners will be able to discuss types of insurance and reasons for insurance.</td>
<td>Speaking
Reading</td>
<td>4. Teacher asks learners to define insurance. On blackboard make two columns and ask learners to give examples.
<table>
<tr><th>Type of Insurance</th><th>Types of Coverage</th></tr>
<tr><td>Car</td><td>accidents
repairs</td></tr>
<tr><td>Medical</td><td>doctors
medicine
specialists
hospitalization</td></tr>
<tr><td>House</td><td>fire
accident
theft
damage</td></tr>
</table>
You may make this exercise as detailed as you like, depending on your learners. Ask learners to give examples of insurance from their native countries. Compare the different types of insurance.

5. Hand out pictures (A) and (B) to learners.</td>
<td>Blackboard and chalk.

Pictures (A) and (B)</td>
</tr>
</table>

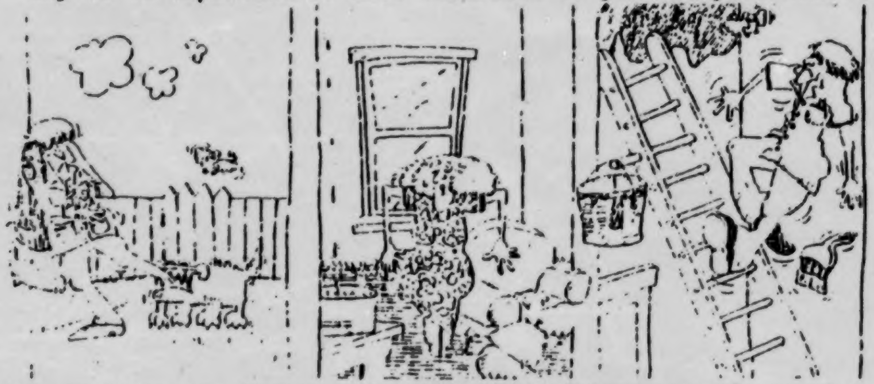
PICTURES (A)

Why is it important to have insurance if you rent an apartment?



PICTURES (B)

Why is it important to have insurance if you own your home?



Do you have any insurance? What kind of insurance do you have? Is it expensive?

Listening
Speaking

6. a) Ask learners to describe what is happening in each picture.
   b) Discuss the questions and answers to each picture, with the whole class.
   c) Ask learners what they would do in similar situations in their country.
   d) Discuss how having insurance coverage would help in these situations.
   e) Ask why learners would worry if any of the above situations happened to them. (give examples)

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify new vocabulary in dialogue.	Listening	7. Learners listen to the following dialogue, and tick off every word they hear on Worksheet. * * * * * * * WORKSHEET Conversation: A = Agent (insurance) H = Homeowner H: Hello. Mr. Robertson? This is Susan Tunot. A: Yes, hi. What can I do for you today? H: I'm worried about my homeowner's coverage. I'm afraid that if anything happens I won't be adequately covered. A: Well, Mrs. Tunot, what additional coverage are you thinking of? H: Could you explain the various kinds of coverage, the limits of liability and premiums that are available? A: Well, under Section I, we could increase your coverage to $74,000 for dwellings, $8,000 for private structures, $60,000 for personal property and $17,000 for additional living expenses at a premium of $160. H: That sounds better. A: Under Section II, we could increase your personal liability to $100,000 per occurrence, medical payments to $1,500 per person and property damage to $400 each occurrence at a premium of $25. Your total premium would be, um, --- $185. H: I'd like to increase the personal property to $80,000. A: Okay, fine. That would be $5 extra. H: That sounds good. Thank you. I'll get back to you after I discuss it with my husband. A: Great. Thanks for calling. * * * * * * *	Tape recorder. Tape of dialogue. Worksheet.

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Listening Writing Reading	8. a) Beginners: Learners listen to dialogue and write down any numbers they hear. b) Intermediates: Give learners a fill-in-the-blank exercise, leaving out vocabulary from Worksheet. c) Advanced: Give learners a list of questions to answer from tape. e.g. (1) What is the homeowner worried about? (2) What coverage is under Section I? How much does it cost? (3) What coverage is under Section II? How much does it cost? (4) What does the homeowner want to increase? (5) Did the homeowner buy the new coverage? Learners summarize the situation. Some may want to practise parts of it. You may do all exercises with all levels. Learners correct each others work. Share group work with other groups.	3 tape recorders. Worksheet. List of questions.
Learners will be able to define all new vocabulary and understand policy form.	Reading Listening	9. Give each learner a copy of an insurance policy. a) Underline vocabulary items they recognize from Worksheet. b) Define vocabulary. c) Learners listen to dialogue and fill in the cost of each type of coverage.	Copy of Insurance Policy. Tape recorder.

THE PROTECTOR MUTUAL INSURANCE COMPANY PAGE____

(hereinafter called the insurer) RENEWAL OF POLICY #______

HOMEOWNERS POLICY

RENEWAL DECLARATION EFFECTIVE 01 SEP 80

SUPERSEDES ANY PREVIOUS DECLARATION BEARING

THE SAME NUMBER FOR THIS POLICY PERIOD

POLICY NUMBER	POLICY PERIOD From	To		AGENCY
#	01 SEP 80	01 SEP 81	12:01 A.M. STANDARD TIME AT THE ADDRESS OF THE NAMED INSURED AS STATED HEREIN	#

NAMED INSURED AND ADDRESS	AGENT
	Name and address of insurance agency

110880

THE DESCRIBED RESIDENCE PREMISES COVERED HEREUNDER IS LOCATED AT SAME AS ABOVE

INSURANCE IS PROVIDED ONLY WITH RESPECT TO THE FOLLOWING COVERAGES FOR WHICH A LIMIT OF LIABILITY IS SPECIFIED, SUBJECT TO ALL CONDITIONS OF THE POLICY.

RATING INFORMATION ---
FRAME, ONE FAMILY, WITHIN 5 MILES OF A FIREHALL,
HOMEOWNERS STANDARD FORM, METRO 1, WITHIN 1000 FEET OF HYDRANT,
DEDUCTIBLE $100 SECTION I, PREFERRED RATE
1% INFLATION PROTECTION PLAN

COVERAGES - SECTION I	LIMIT OF LIABILITY	PREMIUM
A. DWELLING BUILDING	$__________	$________
B. PRIVATE STRUCTURES	$__________	
C. PERSONAL PROPERTY	$__________	
D. ADDITIONAL LIVING EXPENSES	$__________	

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>COVERAGES - SECTION II LIMIT OF LIABILITY PREMIUM
E. PERSONAL LIABILITY $______ EACH OCCURRENCE
F. VOLUNTARY MEDICAL PAYMENTS $______ EACH PERSON
G. VOLUNTARY PROPERTY DAMAGE $______ EACH OCCURRENCE

ADDITIONAL LIABILITY HAZARDS - THERE ARE NO EXCEPTIONS TO PROVISIONS 1 AND 2 LISTED ON THE POLICY JACKET.

ADDITIONAL PREMIUMS ----------------------------------
REPLACEMENT COST ON CONTENTS SECTION I COVERAGE C $______

TOTAL FULL TERM PREMIUM **************** $______

SUBJECT TO STANDARD IBC MORTGAGE CLAUSE, LOSS IF ANY PAYABLE TO:

FORMS APPLICABLE - 1005--- 02/79* 1075--- 02/79*</td><td></td></tr>
<tr><td>Learners will be able to practise expressing their needs for policy insurance.</td><td>Listening
Reading
Speaking</td><td>10. Play the second statement made by the homeowner to the learners.

"I'm worried about my homeowner's coverage. I'm afraid that if anything happens I won't be adequately covered."

Learners transcribe this part; have learners write this on blackboard. Learners mark stress and intonation and practise it. Elicit specific examples of types of coverage they would like - substitute examples. Learners practise pattern in the following way.

<table><tr><th>EXAMPLE</th><th>STATEMENT</th></tr><tr><td>Medical Payments</td><td>I'm worried about my homeowner's coverage. I'm afraid that if someone had an accident on my property, I would not be adequately covered to make medical payments.</td></tr></table></td><td>Tape recorder.
Blackboard and chalk.</td></tr>
</table>

		Learners can add to example list.	
Learners will be able to express fear or worry in a variety of situations.	Speaking Writing Reading	11. Instructor elicits other situations appropriate for expressing fear or worry. (See Summary of Situations for other roles) Situation - citizenship hearing - child not being looked after at daycare - being laid off - doing an assignment - child's behaviour Make a list and learners write down (or record) how they would express fear or worry in their own languages. Then language groups work together to translate into English. Learners compare as a group the different forms used in expressing fear or worry, and compile a list. Learners should practise expressing fear or worry about situations which concern them, using a variety of these forms. e.g. I'm afraid that _______ I'm afraid of _______ I'm worried that _______ I'm worried about _______ I'm upset about _______ I'm concerned about _______ I fear that _______ I worry that _______	Blackboard and chalk. (tape recorder or language master)
Learners will be able to obtain more information about homeowners' insurance policies.	Speaking Listening	12. Contact: Depending on levels of your learners and previous contact experiences, choose any of the following contact assignments which would suit their needs and abilities. a) Ask a friend or neighbour about his insurance policy. "What type of homeowner's policy do you have?" Learners may use policy form to help them get details. b) Go to an insurance agency and ask about various types of policies.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		c) Have an insurance agent come to the classroom to discuss homeowner's policies. Learners should be prepared to ask questions. Follow-up Contact: Learners present all information obtained on their contact assignments.	

UNITS FOR THE OTHER ROLES

1. CITIZEN
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Expressing Fear or Worry
Situation	A person expresses worry to the judge, during citizenship hearing, about his ability to pass the examination.
Objectives	1. Understand that not only your ability to correctly answer factual questions but other criteria determine your eligibility in becoming a Canadian citizen. e.g. age, family, job. 2. Know and be able to express the information you have studied in the citizenship information book you received when you applied for citizenship. 3. Understand that although a translator may be present at the hearing, it is preferable for you to answer the questions without assistance from the translator. 4. Understand judge's greeting and instructions of where to sit down. "Hello, (name) , please take a seat." 5. Greet judge and shake hands. 6. Understand judge's opening remarks. 7. Understand judge's instructions to take oath. 8. Repeat the oath after the judge. 9. Express worry about citizenship hearing. "Excuse me, I'm worried about doing well as I'm rather nervous." 10. Understand judge's response. "Please don't worry, _______." 11. Respond to judge's questions. e.g. factual - "Who is the prime minister of Canada?" - personal - "Are you married?" 12. Express uncertainty, apology. "I'm sorry, I don't understand, could you please repeat it." or "I'm afraid I can't answer that question." 13. Understand judge's closing remarks. "That's fine (name) . You did very well."

COMMUNITY MEMBER

Function	Expressing Fear or Worry
Situation	A person expresses worry to a daycare worker about the lack of supervision at a daycare centre.
Objectives	1. Understand that you may express your opinion and concern to the people in authority. 2. Use some of the vocabulary and expressions related to supervision, daycare routine, etc. 3. Ask worker to speak to supervisor. "I'd like to speak to the supervisor, please." 4. Understand information about who is in charge and where to find them. "Oh, that's ______. She's over there in the red jacket." 5. Greet person and identify yourself. "Hello, I'm ______." 6. Understand expression of assistance. "Hello (your name), I'm (their name). What can I do for you?" 7. Express your worry about lack of proper supervision. "Well, I'm worried about the supervision here. I'm afraid of accidents." 8. Understand questions of clarification. "Why do you feel this way?" "Could you give me an example?" 9. Explain reasons for your worry. "Because ______. I don't think (there are enough workers) and that worries me." 10. Understand explanation and information given by supervisor. "Well, we do have one staff member for every ______ children and 2 part-time volunteers." 11. Ask clarifying questions regarding information given. "I see, ______." "You say that ______." 12. Express appreciation. "Thank you, that makes me feel better."

WORKER

Function	Expressing Fear or Worry
Situation	A worker expresses fear/worry to a fellow worker about the lay-offs at his/her place of employment and how this could affect his/her job security.
Objectives	1. Understand that being laid-off is not the same as being fired. 2. Use some of the vocabulary and expressions related to job and hiring/firing procedures. 3. Express worry about lay-offs to fellow worker. "Things are getting worse here. I'm getting worried about my job." 4. Ask fellow workers how they feel about the lay-offs. "How do you feel about this? What do you think is going to happen?" 5. Ask clarification questions about co-worker's comments. "You feel that ______?" "What do you mean?" 6. Respond to questions regarding your reasons for feeling worried. "Well, for example, Tom told me ..." 7. Decide whether you both should discuss your concerns with your supervisor or union representative. 8. Arrange meeting with supervisor or union representative.

LEARNER

Function	Expressing Fear or Worry
Situation	A learner expresses worry to instructor about difficulty in completing an assignment.
Objectives	1. Understand that you can discuss any difficulties you are having with your instructor. 2. Use vocabulary related to your assignment. 3. Express worry about your assignment to your instructor. " (name of instructor) , I'm afraid that I can't complete my assignment." " (name of instructor) , I'm worried about my assignment, I don't think I can complete it." 4. Understand instructor's questions regarding problems you are having with assignment. "What worries you about it?" "What's the problem?" 5. Describe problems you are having. "I can't understand _______." "I'm having difficulty with _______." "Well, what is bothering me is _______." 6. Understand instructor's explanations or clarification. 7. Express appreciation. "Thanks. That clears it up."

FAMILY MEMBER

Function	Expressing Fear or Worry
Situation	A father and mother express worry to their family doctor about their son's behaviour.
Objectives	1. Know that a child's behaviour can be influenced by a health problem. 2. Know that the family doctor should be consulted when a child is behaving differently than normal. 3. Use some of the vocabulary and expressions related to child's behaviour, medical problems. 4. Greet doctor. "Hello, Dr. ______, how are you?" 5. Understand doctor's opening remark. "What's the problem?" "What can I do for you?" 6. Express worry about child's behaviour. "Dr. ______, we are worried about (name of child)'s behaviour. 7. Understand doctor's question. "What's the problem?" 8. Describe child's behaviour and give reasons why it worries you. "Well, he's been ______ lately and he's never done that before." 9. Respond to doctor's questions of clarification. 10. Understand doctor's requests for information about your child's physical and emotional health. 11. Ask questions regarding explanation of how or why physical or emotional health can influence behaviour. "How does his being ______ influence his behaviour?" 12. Understand doctor's explanation. 13. Understand doctor's advice, referral, request for tests or prescription. 14. Ask for clarification of doctor's advice, referral, request for tests or prescription. 15. Express appreciation and take leave.

SUMMARY OF SITUATIONS

"I'M WORRIED ABOUT MY COVERAGE FOR THEFT.": EXPRESSING FEAR OR WORRY

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A person expresses worry to an insurance agent that he doesn't have adequate house insurance coverage and would like to increase coverage.	A person expresses worry to the judge, during citizenship hearing, about his ability to pass the examination.	A person expresses worry to a daycare worker about the lack of supervision at a daycare centre.	A worker expresses fear/worry to a fellow worker about the lay-offs at his/her place of employment and how this could affect his/her job security.	A learner expresses worry to instructor about difficulty in completing an assignment.	A father and mother express worry about their child's behaviour to their family doctor.
Cultural Notes (in native language if necessary)	1) House insurance is mandatory to obtain mortgage. 2) Your coverage is determined by size of house and lot, cost of replacement of house, type of heating, etc. 3) Most people insure furniture and other items. 4) Medical expenses may be included.	1) Other factors besides your ability to correctly answer all questions will be taken into consideration in determining whether you pass or fail. 2) Answer all questions to the best of your ability. 3) Do not depend on a translator. 4) Dress formally; your	1) Ask for information about supervision of any program. 2) If you do not get satisfactory answers, make a formal complaint to the person in charge. 3) Daycare centres have mandatory responsibilities regarding supervision. e.g. 1 supervisor for every 4 children in an under 3	1) Find out, if possible, why the lay-offs are occurring; if it is a union shop, ask your shop steward. 2) If you have worked longer than 20 consecutive weeks and are laid-off you are eligible to collect U.I.C. 3) If more than one worker is worried, form a group, and ask management and	1) It is acceptable to ask your instructor for assistance and/or guidance to help you complete your assignment. 2) It is acceptable to ask other learners for help. 3) Discuss with your instructor your difficulties rather than giving up. Instructors expect assignments to	1) A child's behaviour is often influenced by a health problem. Describe your child's past and present behaviour. 2) Answer all the doctor's questions even if you feel that some do not seem to relate to the topic. 3) If you are not satisfied with your doctor's diagnosis

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	5) Shop around before you purchase your house insurance. 6) If you have any questions, ask your agent. 7) Do not let time elapse before renewing your insurance; you might end up not being covered. 8) Read over your policy before you sign it. 9) Keep policy readily available. 10) Without insurance you cannot get a mortgage. 11) Understand fine print - get a translator. 12) Clarify role of agent - is everything agent said on policy? 13) Know about making reports without delay. 14) Consult lawyer if denied	appearance is important. 5) If you do not understand a question, ask to have it repeated. 6) Materials and books are available free of charge at the citizenship branch, Secretary of State to help you pass your citizenship hearing. 7) The judge will also ask you personal information e.g. age, family, occupation, etc. Answer all the questions. 8) You will usually be notified by mail within 2 weeks as to whether you passed your citizenship hearing.	centre; 1 supervisor for every 8 children in an over 3 centre. 4) First talk to person in charge before making complaint. 5) If cooperative daycare centre, you might be asked to contribute work according to your abilities. 6) Be punctual. 7) Complain if you are not happy. Find out what facilities should include.	union for an explanation to any questions you may have. 4) People are usually laid off due to a decrease in work, not for personal reasons 5) Often, when work increases, workers who have been laid off are rehired.	be completed. 4) If you find this particular assignment too difficult, your instructor will usually be willing to discuss an alternative of some type. 5) Do not wait until the due date of the assignment to express your worry to the instructor. Do it right away.	ask for a referral for a second opinion. 4) Ask for a second opinion even if you are satisfied with your doctor's diagnosis. 5) Follow your doctor's advice. 6) If doctor gives you medication, follow the instructions. 7) The doctor may want the child to take various tests. 8) If school-age, check with teacher regarding child's behaviour. 9) Be open-minded about questions regarding your own behaviour.

	liability.						
Social Register	Formal/Neutral	Formal	Formal/Neutral	Informal	Neutral	Formal
Vocabulary	Personal I.D. and Information house - possessions (e.g. valuable) insurance benefits, features, forms likes, dislikes accident family	Personal I.D. and Information Examination Understanding Ability Politics and current events Immigration - citizenship	Personal I.D. and Information likes, dislikes children's activities, recreation staff	Job Workplace procedures and personnel Union Feelings	Education Skills Learning activities (e.g. matching) Understanding Ability	Personal I.D. and Information Family Health - behaviour Culture Medication - remedies Feelings
Body Language		Gesture to chest to indicate nervousness.		Nod at appropriate times to signify agreement, non-agreement.		

Supplementary material on EXPRESSING FEAR OR WORRY:

In Touch - Book 1, unit 11; Book 2, unit 12; Book 3, units 7, 8 and 10.

"I'D RATHER LIVE NEAR A BUS LINE."

EXPRESSING PREFERENCE

1. UNIT FOR FAMILY MEMBER ROLE.
2. LESSON PLAN FOR FAMILY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 16

FAMILY MEMBER

UNIT: "I'D RATHER LIVE NEAR A BUS LINE."

Function	Expressing Preference
Situation	Newcomer looking for a house expresses preference for one area of town (over another) to a real estate agent.
Objectives	* 1. Know that one should not buy a house without finding out about the area. * 2. Know that real estate agents are appropriate people to ask for information about homes, areas, etc. 3. Know about means of financing a house purchase. * 4. Use some of the vocabulary and expressions related to homes, areas, buying homes, family needs. * 5. State a need for (or request) information required to formulate a preference. "We've just moved here and we need some information about the area." * 6. Understand questions about personal housing needs and desires. "How big a house do you need?" * 7. Identify personal housing needs and desires. "I'd like a big yard." * 8. Understand questions about preferences. "Do you prefer a quiet suburban area?" * 9. Express specific preferences re house, area. "I'd rather be near downtown." 10. Understand information given about areas. "The West Side has more parks." 11. Express comparisons. "The East Side has more younger families than the West Side." 12. Express preferences for a particular area. "I'd prefer to live in the ______ area." * 13. (optional) State reasons for opinions. "because it's more central."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Preference

B. Role: Family Member

C. Situation: Newcomer looking for a home expresses preference for one area of town (over another) to a real estate agent.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that one should not buy a house without finding out about the area.
2. know that real estate agents are appropriate people to ask for information about homes, areas, etc.
3. use some of the vocabulary and expressions related to homes, areas, buying homes, family needs.
4. state a need for (or request) information required to formulate a preference. "We've just moved here and we need some information about the area."
5. understand questions about personal housing needs and desires. "How big a house do you need?"
6. identify personal housing needs and desires. "I'd like a big yard."
7. understand questions about preferences. "Do you prefer a quiet suburban area?"
8. express specific preferences re house, area. "I'd rather be near downtown."
9. (optional) state reasons for opinions. "... because it's more central."

E. English Exponents: I prefer + noun (-group) or pronoun (productive) "I prefer a residential area."
I prefer + Verb)
I prefer Ving)...(receptive) "I prefer living near a bus line."
I'd rather + Verb infinitive ... (than...) (productive) "I'd rather have a small house than a big apartment."
I'd rather not (productive)
I'd rather not + verb infinitive (productive) "I'd rather not go."

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:

   a) be able to use simple sentences. "We have 2 children."
   b) be able to form questions.
   c) be able to express concepts of need, like, want.

2. This lesson assumes that one or more people in the class are in the market for buying a home. If none are, it might be interesting to discuss why (e.g. already have one, too expensive, cannot get a mortgage). This discussion could lead to other lessons (e.g. how to get a mortgage, howe to form a housing co-op).

3. Learners might use the contact assignment in this lesson as a first step in getting to know about their own neighbourhoods, collecting and using resource material, finding out about services, etc.
4. If an instructor feels learners might be sensitive about discussing current living situations, they can be encouraged to talk about the future.
5. In this, as in all lessons in which an exchange of personal information or opinion aids the lesson, learners should be taught the option of answering with "I'd rather not say." Age, marital status, lack of children, income and cost of purchases are some topics that people may choose to keep to themselves.
6. The content of this lesson is quite advanced. A simplification could be stating preferences for foods, colours, cities, seasons, etc.
7. Supplementary material on EXPRESSING PREFERENCE:
   Book 1, unit 12; Book 2, unit 5; Book 3, units 1, 3, 4 (describing someone), 5, 6 and 12.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify vocabulary which describes areas of preference in choosing a home or an area to live in. (e.g. number of bedrooms, price range, types of services available)	Listening	1. Introduction: Tape - (clarify new vocabulary - e.g. real estate agent beforehand) Note: Several more advanced learners could listen to the tape first and prepare others by describing the conversation, listing some of the vocabulary, etc. Instructions: This conversation is between a young couple, Mark and Lynn Buckley, and a real estate agent. Mark and Lynn have just moved to a medium-sized town in B.C. from Edmonton. They are looking for a house. Listen to the tape and think about these questions: a) What kind of house do they need for their family? b) What kind of area would they like to live in?	Taped conversation, recorder

* * * * * * * *

Conversation: M = Mark A = Agent L = Lynn

M: Good morning. My name is Mark Buckley. This is my wife, Lynn. We've just moved here from Edmonton and we're thinking about buying a house. The problem is that we don't know the area very well.

A: Oh. Okay. Well, let's get some information about what you need and so on. What kind of house are you looking for?

L: Well it depends on what we can find. We really need to know what's available, how much houses are going for, which schools are good and so on.

A: Oh, right. Okay. So you have children?

L: Yes, we have two. Both are in elementary school. We'd like to live within walking distance of the school.

A: Okay. Now how big a house do you think you need?

M: Well, we'd like at least 3 bedrooms, 4 if possible.

A: Uh huh. And any particular style?

M: We'd prefer a fairly new house with a nice yard.

A: Okay. And would you rather live in the suburbs or closer to the centre of town.

L: The Ukrainian church and community centre are in town. We'd prefer to be close to them.

A: Okay. And can you give me an idea of your price range?

M: Well, we'd rather not go over $80,000. We could go up to $90,000.

A: Okay. Anything else?

L: Well, we'd like to be near a park and we'd love to have a view of the mountains.

M: Oh, yes and a basement. We need a workshop area.

L: Oh, and of course, we'd prefer an area with younger families and children.

A: Okay. That's it? Great, now let's see ...

OBJECTIVES	SKILLS	PROCESS	DEVICES
		More basic learners may listen to the conversation below, a simplified version of the previous conversation. They could then try the more difficult one, but they do not need to understand the entire conversation. As long as they understand the key information being asked for and given, and can identify the "preference" parts, that is enough. * * * * * * * A: We are looking for a place to live. We just moved here. B: Oh, where are you from? A: Edmonton. B: Oh. Uh huh. Are you looking for a house or an apartment? A: We'd rather have a house because we have children. B: Oh, right. How many children do you have? A: Two. B: Right. You need 3 bedrooms? A: Yes. Four would be better. B: Uh huh. And would you prefer a new house or an older house? A: We'd like a new house with a basement. B: Uh huh. And do you want to live in the suburbs? A: No. We'd rather live in town. B: Okay. And about how much do you want to pay? A: Between $80,000. and $90,000. B: Right. Any other preferences? A: Well, we'd like to be near a park and near families with children. * * * * * * *	

Speaking

Learners listen once and then discuss the conversation around the two questions posed at the outset. Instructor asks questions to determine how much they understood, then plays it again. Learners are asked to listen with the following exercise in front of them.

2.

Instructions: Listen to the tape again and put a tick (✓) beside these words and expressions when you hear them.

1) know the area
2) depends on
3) what's available
4) going for
5) within walking distance
6) at least
7) style
8) on the outskirts
9) price range
10) workshop area

Note: Deal with meanings of these terms later.

Worksheet as shown.

Learners will be able to use vocabulary to express preference with respect to buying a home or choosing an area to live in.

Speaking

3. Instructor elicits specifics from learners. e.g.

Kind of House	Area
3 bedrooms fairly new nice yard $80,000 - $90,000	near school in suburbs shopping nearby, etc.

Learners add items to the chart about their own preferences.

4. Elicit ways in which these needs and preferences were expressed.

e.g. - we'd like
- we'd prefer
- we'd rather
- we'd rather not

Blackboard and chalk.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		And learners practise using them 1) with the items from the chart. 2) with preferences about their own living conditions.	
Learners will be able to: 1) identify written forms of preference with respect to choosing a home and area to live in. 2) Write preferences with respect to choosing a home and area for themselves.	Reading Writing	5. Distribute copies of the conversation (more advanced learners could receive a fill-in-the-blank version). Learners do any or all of these tasks. e.g. Instructions: Work with a partner. 1) Find and underline the words and expressions you ticked before. Look at the sentences they are in. Guess their meanings. 2) Circle all sentences which say what the Buckleys need. 3) Circle all sentences which say what they would like. 4) Write 3 things you like about your residence and 3 things you do not like. 5) Write 3 things you like about the area you live in and 3 things you do not like.	Copies of conversation.
Learners will be able to identify things to consider when buying a home.	Speaking Writing	6. In small groups, learners make up a checklist of things to consider before buying a home. Bilingual dictionaries can be used. e.g. - cost - size of mortgage - general condition - age of house - size of yard - storage space - basement - garage - direction house faces - amount of light - insulation - plumbing, wiring, heating - public transportation - roads - street lighting - crime rate - future development of community - shopping - schools - neighbours - parks - community centres - recreation - entertainment	Paper and pens.

<table>
<tr><th></th><th></th><th></th><th></th></tr>
<tr><td></td><td></td><td>Groups report items on their lists. Instructor discusses possible additions. Class members might think of additional items.</td><td></td></tr>
<tr><td>Learners will be able to state their preferences about the home they would choose.</td><td>Speaking
Writing</td><td>7. Beginners practise expressing preferences orally while more advanced learners do following exercise. e.g.

Instructions: Choose 10 of the items on the checklist and write sentences expressing your preference.
Example: Age of House: I prefer a house that is (not) more than 10 years old.
Garage: I prefer a house with a garage.

Note: Some grammatical illustration and practice will likely be necessary here. Beginners can use the simplest forms.
e.g. I prefer - I'd like.</td><td></td></tr>
<tr><td>Learners will be able to give reasons for their housing needs.</td><td>Listening
Speaking</td><td>8. Giving Reasons: Instructor chooses items from list above which relate to need and asks individuals questions such as:
What size house do you need? Why?
How much storage space do you need? Why?
Do you need a basement? Why?
Do you need a garage? Why?
Learners practise making sentences. e.g.
I need a house with 3 bedrooms because I have 2 children.
I need a house with a basement because I need space for a workshop.</td><td></td></tr>
<tr><td>Learners will be able to differentiate between matters of need and matters of preference.</td><td></td><td>9. Arrange items on the list in two categories: Matters of Need and Matters of Preference. e.g.<table><tr><th>Need</th><th>Prefer</th></tr><tr><td>cost</td><td>age of house</td></tr><tr><td>size</td><td>shopping</td></tr><tr><td>storage</td><td>yard size</td></tr><tr><td>schools</td><td>parks</td></tr></table></td><td></td></tr>
</table>

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to give reasons for their preferences re house and area.		10. First the instructor and then the learners choose items from list which relate to preference rather than need and make sentences for them. More advanced learners could make them up and tape them for a dictation. e.g. I would rather have a big house because my family will grow. I would rather live near a park because the children like sports.	
Learners will be able to ask strangers about their housing preferences.	Speaking	11. Pre-contact: Instructor initiates a general discussion of the town or city they are in, guiding the discussion by writing key words on blackboard. e.g. areas kinds of houses schools parks industry leisure	Blackboard and chalk.
	Writing Speaking	Learners will be going out and interviewing people as to their preferences regarding the above listed items. Choose partners (preliterates and beginners should work with more advanced learners) and work out some items for a questionnaire. A group of more advanced learners can get together and write up the questionnaire to be duplicated. Questionnaire 1) Where do you live? 2) How long have you lived there? 3) Why did you move there? 4) What kind of house do you live in? 5) Why did you choose your house?	Copies of questionnaire for learners.

	(and then some specific preference questions) e.g. 6) Do you prefer old houses or new houses? 7) Would you rather have a northern exposure or a southern exposure? 8) Do you prefer a quiet area or a busy area?	
	Note: These questions (No. 6, 7 and 8) will obviously depend on how the interviewees answer the first set of questions (No. 1 - 5) and learners should be prepared with a variety of questions.	
	Choosing a person to interview: Learners suggest who they could interview: - a sponsor - another learner's sponsor - an employee at the institution - a neighbour - a total stranger Probably learners will want to interview someone they already know. It may be necessary to telephone first and make an appointment. This would involve a classroom exercise in making the contact with the person to be interviewed.	
Speaking Listening Notetaking	12. Contact: Learners (having also practised introducing themselves to the interviewee and explaining the purpose of the interview) go out and conduct the interview, making notes on responses.	
	Note: Learners who feel comfortable with idea should take along a tape recorder to tape the interview. In this event, learners should practise asking permission to tape the interview.	Tape recorder and blank tape.
Speaking	13. Contact Follow-up: Learners come back with results, play tapes, reconstruct conversations, chart preferences, note reasons and how reasons were expressed ("because ______", "so that"), compare responses, etc.	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER

CONSUMER

Function	Expressing Preference
Situation	Person expresses preference for a particular financial institution.
Objectives	1. Know the different kinds of financial institutions (banks, credit unions, finance corporations, mortgage companies). 2. Know the services offered by each (hours, interest rates, kinds of accounts, etc.). 3. Use some of the vocabulary and expressions related to financial institutions and operations. 4. Express comparison of services offered (longer hours, higher rates, etc.). "______s are usually more flexible than ______s." 5. Understand request for preference. "Do you prefer a bank or a credit union?" 6. State preference. "I prefer credit unions." 7. Give reasons. "because ______."

CITIZEN

Function	Expressing Preference
Situation	Person expresses preference for one political candidate (over another).
Objectives	1. Know that it is a right to express political opinions and preferences. 2. Know that one is usually expected to be able to support one's preferences. 3. Use some of the vocabulary and expressions related to political parties, candidates, running for office, issues, etc. 4. Understand questions about preference. "Who would you rather have for mayor?" 5. Express preference for a candidate. "I prefer ______." 6. Understand question. "Why?" 7. State reasons for preference. "... because he favours ..." OR 8. Express uncertainty. "I'm not sure but ..." 9. Ask for clarifying information about a candidate on an issue. "What does he think about ______?" 10. Understand information given. "He believes that ______." 11. (optional) Ask for other person's preference and reasons. "How about you? What do you think?" 12. Confirm preference. "Well. I still prefer ______."

COMMUNITY MEMBER

Function	Expressing Preference
Situation	Person expresses preference for a particular restaurant (over another).
Objectives	1. Know generally about different kinds of cuisine (Italian, French, Chinese) and kinds of restaurants (elegant, haute cuisine, family, fast food, coffee shop, etc.). 2. Use some vocabulary and expressions related to kinds of food, styles of cooking. 3. Identify kinds of food preferred. "I like ______." 4. Understand requests for comparison of kinds of food. "Do you prefer ______ or ______?" 5. Express comparison of kinds of food preferred. "I would rather have Chinese food than Italian food." 6. Ask about another's preferences. "Would you rather go to Ming's?" 7. Understand questions about preferred kind of restaurant (re cost, ambiance, decor, quality of food, style of service, etc.). "Do you feel like a quieter place?" 8. Express preference re No. 6. "I would prefer to go to a quiet but inexpensive restaurant." 9. Express preference for a particular restaurant. "I think I would rather go to Antonietta's (than Caruso's)." 10. (optional) State reasons. "... because it's closer."

WORKER

Function	Expressing Preference
Situation	Job seeker expresses preference for part-time work to Canada Employment Centre counsellor.
Objectives	1. Know that part-time work is available but opportunities are limited. 2. Use some of the vocabulary and expressions related to work and scheduling hours, shifts, etc. 3. Understand question. "May I help you?" 4. State need or purpose. "I'm looking for a part-time job." 5. Understand clarifying questions about your availability. "Can you do shift work?" 6. Give clarifying details of availability. "I can't work mornings because ..." 7. Express preference for a day, time, weekly schedule of part-time work. "I'd rather work every morning." "I'd prefer evenings." 8. Express comparisons. "Weekends are better than weekdays for me." 9. State reasons. "... because I have child care then."

LEARNER

Function	Expressing Preference
Situation	Person expresses preference for a vocational training program to counsellor.
Objectives	1. Know that a vocational training choice should reflect one's experience, abilities and interests as well as future employment opportunities and local skill shortages. 2. Know the role of a counsellor. 3. Use some of the vocabulary and expressions related to vocational training, vocational courses, skills and trades. 4. Express want/need. "I want to decide on a course." 5. Understand requests for information about capabilities, skills, interests, experience, etc. "What are you good at?" 6. Give information about capabilities, skills, interests, experience, etc. "I like working with my hands." 7. Express specific preferences related to personal characteristics, interests, needs. "I'd prefer to work in an office." "I'd rather not work 9 to 5." 8. Ask for information about particular programs being offered. "How long is the auto mechanics course?" "What are the requirements for getting in?" 9. Understand comparisons expressed by counsellor. "The _______ course requires less English than the _______ course." 10. Request information given about future employment opportunities and skill shortages. "Are there many jobs for heavy duty mechanics in this area?" 11. Ask about what a particular program will qualify one to do. "When I finish my apprenticeship, will I be a journeyman?" 12. Express preference for a particular program. "I think I'd like to try for the electronic technician's course."

SUMMARY OF SITUATIONS

"I'D RATHER LIVE NEAR A BUS LINE.": EXPRESSING PREFERENCE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person expresses preference for a particular financial institution.	Person expresses preference for one political candidate over another.	Person expresses preference for a particular restaurant over another.	Job seeker expresses preference for part-time work to a Canada Employment Centre counsellor.	Person expresses preference for a vocational training program to counsellor.	Person looking for a home expresses preference for one area of town over another to a real estate agent.
Cultural Notes (in native language if necessary)	1) Different institutions have different politics, policies and services	1) Being politically informed is valued. 2) People are expected to express political opinions. 3) Expressing opinions is a political right.		1) Part-time work is often accorded less status than full-time work. 2) Part-time workers are covered by labour legislation.	1) Counsellors may or may not have authority to admit people to programs. 2) Completing a training course does not assure one of employment.	1) A buyer does not pay commission. 2) Asking for information does not mean one is obligated to buy through that agent.
Social Register	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Vocabulary	Financial institutions - kinds and services available Money Likes, dislikes	Politics - parties Candidates Government issues Likes, dislikes	Food Money Characteristics (atmosphere) Likes, dislikes	Times - scheduling Job skills, duties Family Money Personal I.D. and information Likes, dislikes	Education - vocational training courses, skills and trades Job Personal I.D. and information Likes, dislikes	Home Places Family Directions Transportation Money Likes, dislikes

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
					Enrollment procedures Certification	

Supplementary material on EXPRESSING PREFERENCE:

In Touch - Book 1, unit 12; Book 2, unit 5; Book 3, units 1, 3, 4 (describing someone), 5, 6 and 12.

"I'M GOING TO SPEND A WEEK IN SEATTLE."

EXPRESSING INTENTION

1. UNIT FOR CITIZEN ROLE.
2. LESSON PLAN FOR CITIZEN ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

CITIZEN

UNIT: "I'M GOING TO SPEND A WEEK IN SEATTLE."

Function	Expressing Intention
Situation	Person expresses purpose of visit to another country when asked by immigration officer.
Objectives	* 1. Use some of the vocabulary and expressions related to border crossings. (customers, visa, declaration, purpose, intent, etc.) 2. Know the responsibilities of a traveller regarding passport, visa, money. * 3. Understand questions about place of origin and citizenship. "Where were you born?" "What is your immigrant status?" * 4. Respond to questions of place of origin, immigrant status. * 5. Respond to request for travel documents. "May I see your visa, please?" * 6. Understand questions about purpose of trip. "What is the purpose of your trip?" * 7. Express intention. "I'll be here on holiday." * 8. Respond to questions of duration. "How long will you be away?" (for 3 weeks, less than a month, about 3 days, around a month)

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Intention

B. Role: Citizen

C. Situation: Person expresses purpose of visit to another country when asked by immigration officer. "I'm going to spend a week in Seattle."

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary and expressions related to border crossings. (customers, visa, declaration, purpose, intent, etc.)
2. understand questions about place of origin and citizenship. "Where were you born?" "What is your immigrant status?"
3. respond to questions of place of origin, immigrant status.
4. respond to request for travel documents. "May I see your visa, please?"
5. understand questions about purpose of trip. "What is the purpose of your trip?"
6. express intention. "I'll be here on holiday."
7. respond to questions of duration. "How long will you be away?" (for 3 weeks, less than a month, about 3 days, around a month)

E. English Exponents: (grammatical structures)

I'm going + infinitive (productive) "I'm going to spend a week in Seattle."
I'll + infinitive (productive) "I'll be in Seattle for a week."
I intend to + infinitive (productive) "I intend to travel around Washington."
I'm thinking of + infinitive (receptive) "I'm thinking of staying on the coast."

F. Notes to the Instructor:

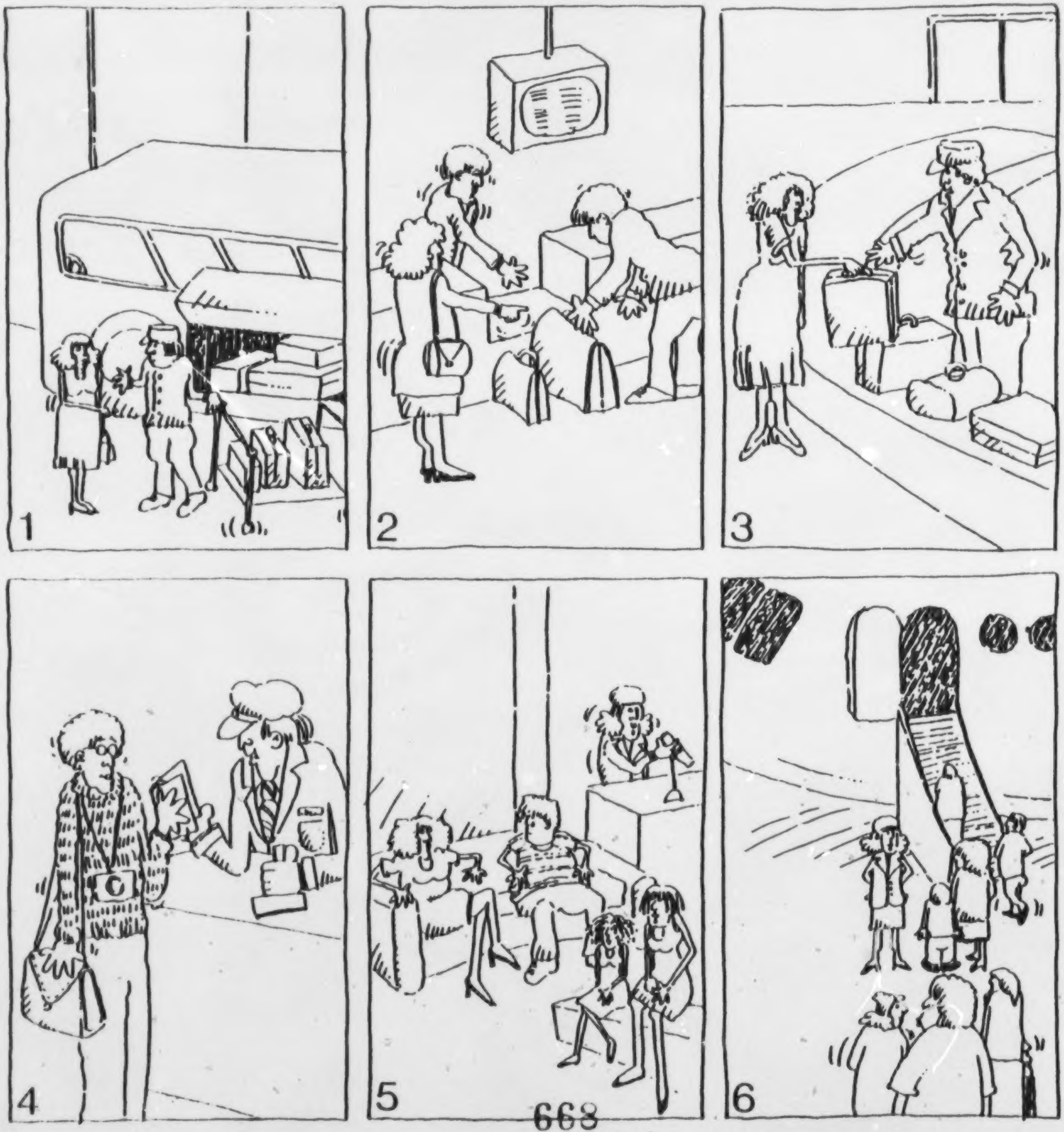
1. In order to embark on this lesson, learners should:
   a) understand "wh" questions.
   b) understand and respond to personal information questions. (name, country of origin, current residence)
   c) understand and use numbers.
   d) understand and use time references. (hours, days, weeks, months)
   e) understand and respond to questions of duration past, present and future. (How long have you lived in B.C.? How long have you been living in B.C.? How long will you be away?)
2. This lesson assumes the likelihood of learners needing border crossing experience. Instructor should assess need and develop another role if border crossing is not relevant.

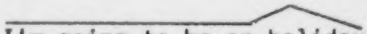
3. This lesson concentrates on two uses of INTENTION. In answer to a question "What are you going to do?":
   a) as a solution to a problem - e.g. "My coat is torn. I'm going to fix it."
   b) as a proposed idea when one is asking for feedback - e.g. "I'm thinking about taking a holiday."
4. The task of applying for a visa should be covered in a previous lesson.
5. This lesson should be preceded by work on giving personal information and form filling because a visa must be applied for.
6. Supplementary material on EXPRESSING INTENTION:
   In Touch - Book 2, units 1 (leave taking), 10 and 11; Book 3, units 6, 8 and 10.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to retell a story.	Listening Speaking	1. Introduction: Tell the story of the last time you left Canada in sequence outlining what you did first, what happened at the point of departure, who you talked to first, etc. Use picture cues or words to illustrate the story so that it can be retold by the learners. Ask questions to ensure comprehension. SEE SEQUENTIAL PICTURES THAT FOLLOW.	Blackboard and chalk or prepared illustration as attached.
Learners will be able to ask questions given cue words.	Speaking	2. Establish the setting of the immigration wicket with a picture of a person standing at a wicket. Elicit questions from the learners as to what might be asked. Have these questions put on blank language master cards. Encourage the suggestions by offering cue words such as how long, purpose, visa, etc.	Picture. Language master and blank cards.
	Speaking	3. Language master cards should ask questions such as: a) Where were you born? b) Do you have a visa? c) How long will you be in the (U.S.A.)? d) What's the purpose of your trip? e) Where will you be staying? f) When are you returning?	

Leaving On A Trip...



OBJECTIVES	SKILLS	PROCESS	DEVICES
		Learners work in groups to ask and answer the questions. (c) and (d) from the above list deserve some attention.	
Learners will be able to use prepositions of time and understand the meanings.	Speaking	4. For Question (c): How long will you be in the U.S.A.? Brainstorm for all possibilities. e.g. 3 weeks, less than a month, about 3 days, around a month. Discuss the meanings of these.	
Learners will be able to express intention in a variety of ways.	Speaking	5. For Question (d): What's the purpose of your trip? List all possible short answers. e.g. holiday, visit, business, conference and the equivalent long answers. I'm going to be on holiday. I'll be visiting my brother. I'll be working. It's a business trip. I'm going to a conference. Discuss the meanings of these expressions.	
Learners will be able to speak with correct stress and intonation.		6. In groups, learners record questions and answers on language master cards paying attention to stress and intonation. To correct intonation, the instructor can diagram the intonation on the card. e.g.  I'm going to be on holiday. Each group will have slightly different questions and answers. If there is good variety, it is sometimes fun to scramble one group's cards and give them to another group to be sorted. Related activities include: 1) applying for a visa 2) customs declarations - knowing the restrictions - filling out the form	

Learners will be able to apply expressing intention to a variety of situations.	Speaking Reading Writing	7. Expressing Intention in a Variety of Situations: The following problems are given, the speaker is identified and the expression of intention is stated.	Worksheet as shown.

PROBLEM	SPEAKER	INTENTION
There's a hole in my shoe.	shoe owner	I'm going to take it in for repair.
I'm almost out of gas.		
I'm sick and tired of this job.		
This apartment is too small.		
I don't ever read the newspaper.		
Coffee is too expensive to buy now.		
There's a mistake on my pay cheque.		
I haven't heard from my family for a long time now.		

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Expressing Intention
Situation	* Tourist expresses travel plan intentions to travel agent.
Objectives	1. Use some of the vocabulary and expressions related to travel planning. (itinerary, schedule, ticket, destination, etc.) 2. Greet receptionist. 3. Respond to question. "May I help you?" "Yes, I'd like to speak to an agent." 4. Respond to reply. "Just a minute, Mr. Davies will be free in about 5 minutes." "No problem." 5. Greet agent. 6. Express travel plan intention. "I'm planning a holiday soon." 7. Understand clarifying questions about trip. "What kind of a trip are you thinking of?" 8. Know kinds of trips possible - charter flight, bus tour - and respond to question. "I'm thinking of taking a charter flight to Italy." 9. Ask questions of cost, duration, package deals, kind of accommodation, travel insurance, etc. "When are the cheapest flights?"

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* In this case intention refers to making initial plans.

COMMUNITY MEMBER

Function	Expressing Intention
Situation	Person expresses intention of doing some home renovations, (to a neighbour).
Objectives	1. Know that one should inform neighbours of building plans as a consideration to them. 2. Know that neighbours may have useful information regarding reasonable contractors and suppliers. 3. Use some of the vocabulary and expressions related to home renovations. 4. Greet neighbour. 5. Participate in friendly small talk on such topics as weather, gardens, children, neighbourhood issues. (optional) 6. Express intention of home renovations. "I'm thinking about adding on a room." 7. Understand the content and the attitude of the reply. "It's a pretty expensive thing to do. You'd be better off to buy a bigger place." "Hmm. I renovated last year. My contractor was terrific." or "Are you going to spoil my view?"

WORKER

Function	Expressing Intention
Situation	* Worker expresses intention of applying for an upgrading opportunity or trade certification, (to co-worker).
Objectives	1. Know what opportunities are available. 2. Know the pre-requisites for such courses. 3. Know the workplace attitude toward upgrading and certification. 4. Use some of the vocabulary and expressions related to upgrading courses, examinations, etc. 5. Enter into general conversation with co-worker. 6. Use a casual opener. "By the way." "You know I've been thinking ..." 7. Express intention. "I'm thinking of taking the _______ course." 8. Understand the content of the response as well as the attitude of the speaker. "That's a good idea." "Doesn't make much difference around this place." 9. Ask for clarification if it is not clearly given. "What do you think?" "What do you mean?"

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* In this case, expressing such an intention could be an initial inquiry into co-worker and supervisor attitudes.

LEARNER

Function	Expressing Intention
Situation	Learner expresses intention of being absent to the instructor.
Objectives	1. Know what school policy is regarding absences. 2. Know that it is appreciated if an absence is reported beforehand. 3. Know that one usually offers a reason for absence. 4. Use some of the vocabulary and expressions related to personal and family needs. 5. Open the conversation. "Excuse me, Tom." 6. Express intention. "I'm going to miss classes for about a week starting tomorrow." 7. Offer explanation if possible. "My son has the chicken pox." 8. Understand response. "Oh, I'm sorry to hear that. Thank you for letting me know." 9. Take leave. "I'll see you in a week. Bye."

FAMILY MEMBER

Function	Expressing Intention
Situation	* Person expresses to friend intention of using more English in the home.
Objectives	1. Know that home is a good place to learn English (from the children, media, food and household products). 2. Use some of the vocabulary and expressions related to learning English, things one can do, etc. 3. Express dissatisfaction with ability to use English. "My English doesn't seem to get any better." 4. Identify need for English. "I need to be able to talk to more people and do more for myself." 5. Express intention of using more English in the home. "I'm going to make myself practise more at home." 6. Understand friend's suggestions. "Yes, you could use more English with your children, read them stories or have them read to you, listen to the radio, read labels, etc." 7. Identify advantages of practising English at home. "Yes, I'll remember it more easily if it's part of my home life."

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* In this case intention refers to resolve.

SUMMARY OF SITUATIONS

"I'M GOING TO SPEND A WEEK IN SEATTLE.": EXPRESSING INTENTION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Tourist expresses travel plan intentions to travel agent.	Person expresses purpose of visit to another country when asked by immigration officer.	Person expresses intention of doing some home renovations to a neighbour.	Worker expresses intention of applying for an upgrading opportunity or trade certification.	Learner expresses intention of being absent.	Person expresses intention of using more English in the home.
Cultural Notes (in native language if necessary)	1) An intended itinerary can be proposed to help the agent work out the details. 2) An agent can advise, help plan and/or simply confirm proposed plans. 3) An appointment is not necessary. 4) Different agencies have different information. It is worth shopping around. 5) Free pamphlets are available for the	1) Purpose of visit is always asked at point of departure. (as well as length of stay and citizenship) 2) One should know one's rights and responsibilities re travelling outside of Canada. This information is available from travel agents and Canada Customs.	1) It is appropriate to tell neighbours of one's plans for renovations and to apologize for the inconvenience of the noise and mess. 2) Neighbours may complain but as long as renovations are done within building codes and construction is done within regulated working hours (8-5) they cannot do anything. 3) Neighbours	1) Most workplaces encourage workers to take advantage of upgrading opportunities. 2) Know union policies re upgrading opportunities.	1) It is appreciated if an expected absence is reported. 2) Attendance is usually kept and if an extended absence is noted the place may be filled by another learner. Know what school policy is re absence. 3) A reason for absence is expected but not necessary.	1) Verbal expression of an intention sometimes makes it easier to carry out. It is like a resolve.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	asking. 6) One is under no obligation when asking for information.		may have useful suggestions if they too have renovated recently. i.e. they may be a good source of information.			
Social Register	Neutral	Formal	Informal	Neutral	Neutral	Informal
Vocabulary	travel places money recreation	immigration - travel (visa) family origin money places documentation	home construction	education - vocational training certification job - skills and duties money	education - times excuses	education - learning/ studying language - understanding, practising family home
Body Language		Point to travel documents when asked for them.	Point with index finger or hand to the location. Gesture the size of something by extending hands.	Show interest in feedback by widening eyes, raising eyebrows, nodding "yes".		Nodding the head slightly to express resolve.

Supplementary material on EXPRESSING INTENTION:

In Touch - Book 2, units 1 (leave taking), 10 and 11; Book 3, units 6, 8 and 10.

"I'D LIKE TO TALK TO AN IMMIGRATION OFFICER."

EXPRESSING WANT, DESIRE

1. UNIT FOR CITIZEN ROLE.
2. LESSON PLAN FOR CITIZEN ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 18

CITIZEN

UNIT: "I'D LIKE TO TALK TO AN IMMIGRATION OFFICER."

Function	Expressing Want, Desire
Situation	A person expresses the desire to sponsor a relative to come to Canada.
Objectives	1. Know that it is possible to sponsor relatives. 2. Know that there are different kinds of sponsorship. * 3. Use some of the vocabulary and expressions related to sponsorship. 4. Locate the Immigration Centre by address. 5. Locate the Immigration Centre by floor and office name or number. 6. Clarify that the office/counter/desk located is the right one. "Excuse me. Is this where I can apply to sponsor a relative to come to Canada?" 7. Respond to the question "May I help you?" or get someone's attention with the question "Excuse me. Can you help me?" * 8. State the need for general information about sponsorship. "I would like some information about sponsoring a relative to come to Canada." * 9. Understand information given about the process involved, different kinds of sponsorships, rights and responsibilities of sponsors, etc. *10. State the desire to sponsor a relative. "I would like to sponsor my ______ to come to Canada."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Expressing Want, Desire

B. Role: Citizen

C. Situation: Person expresses desire at Immigration Office to sponsor a relative to come to Canada.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary and expressions related to sponsoring.
2. state the need for general information about sponsorship. "I would like some information about sponsoring a relative to come to Canada."
3. understand information given about the process involved, different kinds of sponsorship, rights and responsibilities of sponsors, etc.
4. state the desire to sponsor a relative. "I would like to sponsor my ______ to come to Canada."

E. English Exponents: I'd like + noun group or pronoun (productive) "I'd like some of these brochures."
I'd like + verb to ... (productive) "I'd like to talk to an immigration officer."
I want + noun (group) or pronoun (productive) "I want some information."
I want + verb to ... (productive) "I want to sponsor my mother."
May I have + noun (group) or pronoun (please) (productive) "May I have an application?"

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:

   a) have experience with contact assignments.
   b) be able to read well enough to identify some words and phrases.

2. Determine as soon as possible if anyone in the class has sponsored a relative and, if so, use this person as the resource person.
3. The first activity determines the appropriateness of the lesson for your group of learners. If there is no need for the lesson, choose another role.
4. The following pamphlets are available from Employment and Immigration Canada:

   a) Helping a Relative Immigrate: Facts for Canadian Sponsors.
   b) Immigrating to Canada: Initial Information for Applicants.
   c) New Directions: A Look at Canada's Immigration Act and Regulations.

5. Supplementary material on EXPRESSING WANT, DESIRE:
   In Touch - Book 2, units 1 (introduction), 2 (making a suggestion), 4 and 6; Book 3, unit 8 (asking about plans) (making a reservation).

SAMPLE LESSON

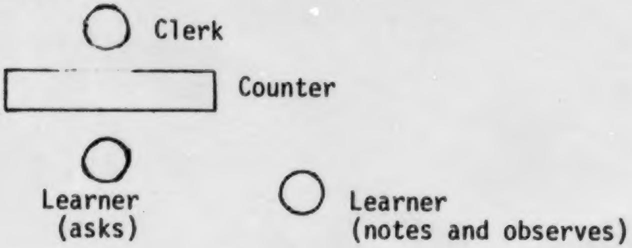
OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to participate in an informal discussion with each other about sponsorship.	Listening Speaking	From the first exercise, instructors will be able to determine the usefulness and appropriateness of the lesson. 1. In groups, learners determine (a) who has family here, (b) who is sponsored, (c) who has sponsored someone to come to Canada and (d) who might some day sponsor a relative. As an example, ask one person the four questions and then report that information to the whole class. Write cue words on the board to remind them of the questions. e.g. a) family/here? b) sponsored? c) sponsored a relative? d) would like to sponsor?	
Learners will be able to understand the process involved in sponsoring.	Listening Speaking	2. If a learner or some learners have experience in sponsoring, ask them questions to elicit the process involved. What did you do first? Where did you go? Who did you talk to?, etc. Write cue words or picture cues on the board describing this process. Number the cues and have the process retold. OR If no one in the class knows what is involved in sponsoring, send them out to ask a relative or a friend. Learners report back. Continue as above. OR Learners report on their experience as being the sponsored person. Ask questions: a) Who sponsored you?	Blackboard and chalk or newsprint and marker.

		b) What did you do? c) How long did it take? d) What information did they ask you for?	
Learners will be able to formulate questions regarding sponsorship.	Speaking	3. Help learners formulate questions they have about sponsorship. Write their suggestions on the board. Have questions practised in pairs and/or on language master cards. Correct for structure, intonation and pronunciation. Learners answer the questions as well as they can and predict what the possible answers are as much as is possible.	Blackboard and chalk. Language master and cards.
		4. Interview: Using either an advanced learner with experience in sponsoring, or a guest from the Immigration Office, have learners ask the questions.	
	Listening Speaking	Some learners will be able to take notes as the resource person speaks and should be encouraged to ask for clarification or summary.	
		Tape record the entire interview for later use.	Tape recorder and blank tape.
		(If it is not possible to have a guest come in to tne classroom, take the learners' questions to the Immigration Office. Request permission to interview the clerk or officer and permission to tape the interview. Take this taped version back to the class for later use.)	
		After the interview or taped version, note similarities and discrepancies between what learners thought and what the guest said.	
Learners will be able to use, pronounce and spell key "sponsoring" vocabulary.	Reading Writing Listening	Transcribe the interview or part of it deleting key vocabulary. List the vocabulary separately, in the order in which it appears. As learners listen, have them check off the words as they hear them. Have them fill in the blanks, listening to the tape as many times as necessary. More vocabulary is learned from this tape, in context. Ensure comprehension by asking questions such as "Which word tells us what the sponsor MUST do?" (responsibilities).	Worksheet (i.e. transcription of the interview with list of omitted vocabulary).

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to answer written questions to test their understanding of key vocabulary and information.	Reading	5. Printed Information: Use pamphlets or brochures on "sponsoring" if the language level and information are appropriate. Structure this activity by having them concentrate on one paragraph and do the following types of activities: a) Multiple Choice Relatives eligible for admission under the family class include: (1) any relative (2) unmarried children under 21 (3) unmarried children over 21 b) Fill-in-the-Blanks (sentences straight from the passage) If you are a Canadian citizen or (permanent resident) 18 years of age or over, you may support the applications of certain relatives who wish to immigrate to Canada. c) Find a word that means the same as: (1) help (assistance) (2) to last as long as (extend to) d) Which do you do first? (1) make the immigration application (2) relative applies at a Canadian government office abroad (3) immigration application is approved.	Pamphlets or brochures on sponsoring available at Canada Employment and Immigration Centres. (see "Notes to the Instructor")
	Reading Writing	Some learners will be able to simplify the information given in a section of a pamphlet. Guide them to underline key words and rewrite the sentences. This simplified version can be used by less advanced learners. Carefully controlled comprehension questions could lead to the same end. PRE-LITERATES can be matching questions and answers on language master cards.	

		6. Form Filling: PRE-LITERATES can work on the basics of form filling (name, address, country of origin) by filling in a simplified form as follows: LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ FIRST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ MR. ☐ MRS. ☐ MS. ☐ COUNTRY OF ORIGIN ________________	A simplied form, as shown.
Learners will be able to express want and desire as in a request, not in a demand.	Speaking	7. Ask learners how Canadians express that they want something (use examples such as below) and elicit from them all the phrases they are familiar with. e.g. a) I want (just a bit) b) I'd like (that one) c) Please give me (that) d) Could I/Can I have (that one) For a series of situations, learners express want or desire using "I want" or "I would like". a) You want something to drink at a friend's home. b) You want information about the bus schedule. c) You want to borrow money for coffee. d) You want to look at boots in a shoe store. e) You want to get to the Immigration Office.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		f) You want a few hours off work. g) You want to change classes. h) You want a new coat. i) You want to change departments at work. j) You want to send a special delivery letter. Discuss the different impressions that different stresses on the word "want" may leave. i.e. the difference between a demand and a simple request.	
Learners will be able to express want, desire at the Immigration Office.	Speaking	8. Pre-contact Role Play: Once they know the information necessary to sponsor a relative, have them role play talking to the clerk at the Immigration Centre. Set up the role play to include a receptionist so they will have to ask for the correct clerk/officer. Have the class do the role play simultaneously in small groups of three while the instructor moves around and listens. Ask them to discuss errors or problems that occurred. Change partners and repeat the role play so they have a few practices. For advanced learners, tape their role plays and do error correction. i.e. identify where the mistake is but not what it is and encourage them to self correct. 9. Contact: a) Send learners in pairs to the local Immigration Centre to obtain information they practised above. One learner asks, the other learner observes and notes what was said. Any pamphlets they may receive should be brought back to class.	


Clerk
Counter
Learner
(asks)
Learner
(notes and observes)

b) Learners report back to class and share experiences. Compare notes, observations and any new situations that may have arisen.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Expressing Want, Desire
Situation	A person expresses the need of a loan from a lending institution.
Objectives	1. Know the vocabulary of loans. 2. Know about the different kinds of lending institutions. 3. Know that one should "shop around" and compare interest rates and terms. 4. Know that most of the basic information will be available in a pamphlet. 5. Use some of the vocabulary and expressions related to types of loans, qualifying for a loan, etc. 6. Locate the correct counter/desk in the institution either by reading the signs or stating "I'd like to talk to someone about a loan." 7. Respond to openers such as "May I help you?", "What can I do for you?" 8. State purpose. "I'm interested in getting a loan." 9. Understand instructions for meeting with a loans officer. "You'll have to see our Loans Officer. Can I make an appointment for you?" 10. Greet the Loans Officer. 11. State the desire "I'd like a loan to (purpose of loan)."

COMMUNITY MEMBER

Function	Expressing Want, Desire
Situation	A person expresses the desire to get a driver's license.
Objectives	1. Know that you may either learn to drive by taking lessons through a driving school or privately. 2. Know that to learn to drive a car you must first obtain an Instructional Driver's License (learner's) which includes a written multiple choice test and a visual test. 3. Know that passport or Immigration papers, birth certificate, S.I.N. and/or student card are necessary personal identification in getting either your Instructional or Driver's License. 4. Use some of the vocabulary and expressions related to driving, licensing. 5. Locate your nearest Motor Vehicle Branch. 6. Express the desire to take your (a) Instructional Driver's Test or (b) Driver's Road Test. "I want to take _______." 7. Respond to questions regarding name, address, identification, proof of eligibility to drive, etc. 8. Express when you want to take either test. "I would like to take my instructional test (time)" "I would like to take my road test (time and date)." 9. Understand confirmation of time to take test.

WORKER

Function	Expressing Want, Desire
Situation	A worker expresses the desire to have a few hours off work for personal reasons.
Objectives	1. Know who to speak to for such a request. 2. Use vocabulary and expressions of time and parts of the day. (minutes, hours, a half day, morning, afternoon, evening, A.M./P.M., etc.) 3. Express time and time relationships. (8:30, at 8:30, before 8:30, after 8:30, between 8:30 and 10:00, from 8:30 to 10:00, etc.) 4. Locate the supervisor, department head or personnel manager. 5. Open the conversation and identify self if necessary. "Hello Mr. Bains. I'm Jozef Fritz. I work in the ______ department." 6. Express the desire to have time off work. "I'd like to leave 2 hours early next Wednesday." 7. State the reason for wanting time off work. "I have to meet my brother at the airport. He's arriving in Canada for the first time and I'm his only relative." 8. Understand positive and negative responses. "Yes, of course you can go early." "No, we need the work done. I'm sorry." 9. For a YES response, express gratitude. For a NO response, offer to make up the lost time. "I can come in early or work late another day." or ask "Why?"

LEARNER

Function	Expressing Want, Desire
Situation	A learner expresses the desire to change classes (time, level, type or location).
Objectives	1. Know who to speak to - teacher, co-ordinator, head teacher. 2. Tell time, both from a clock, watch and from the symbols e.g. 8:30. 3. Express time period e.g. 7 - 10 (seven to ten or between seven and ten). 4. Use vocabulary of parts of the day (A.M./P.M., morning, afternoon, evening, night). 5. Ask about times of available classes. "What are the times of the classes here?" 6. Use the vocabulary of English class levels (Beginner, Intermediate, Advanced, Level One, Two, upper/lower, etc.). 7. Ask about the levels of English classes taught. "What levels of classes are taught here?" 8. Know that there may be different types of classes available (conversation, writing, pronunciation, etc.). 9. Ask about the different types of classes available. "Is there a special pronunciation class?" 10. Know the names of different locations for English classes (names of schools, campuses, buildings, etc.). 11. Ask for the location of available English classes. "Where are there English classes taught?" 12. Open the conversation and identify self if necessary. "Hello, I'm Lazav Simundio from the Intermediate class." 13. Express the desire to change classes. "I would like to change my class." 14. Respond to questions asking for reason. "Why do you want to change classes?" (a) "Because my working hours have changed.", (b) "The present class is too difficult.", (c) "I would like more reading and writing.", (d) "This class is too far from my home."

FAMILY MEMBER

Function	Expressing Want, Desire
Situation	A person expresses to the family doctor that he/she wants to get a second opinion on the diagnosis of a medical problem.
Objectives	1. Know that it is a right to obtain a second or third opinion/diagnosis of a medical problem. 2. Use some of the vocabulary and expressions of medical terminology. 3. Understand doctor's diagnosis. 4. Ask for clarification of diagnosis. "Could you explain that in simple English?" 5. Express desire for a second opinion. "I would like to get a second opinion. I would like you to refer me to another doctor." 6. Ask doctor to make appointment for you. "Could you make an appointment for me?" 7. Express appreciation.

SUMMARY OF SITUATIONS

"I'D LIKE TO TALK TO AN IMMIGRATION OFFICER.": EXPRESSING WANT, DESIRE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A person expresses the desire to have a loan from a lending institution.	A person expresses the desire to sponsor a relative to Canada at the Immigration Office.	A person expresses the desire to get a driver's license at the Motor Vehicle Branch.	A worker expresses the desire to have a few hours off work for personal reasons.	A learner expresses the desire to change classes. (time, level, type or location)	A person expresses to the family doctor the desire to get a second opinion on the diagnosis of a medical problem.
Cultural Notes (in native language if necessary)	1) Attend the meeting with financial statements in order. 2) Women qualify or do not qualify for loans under different terms than men. A woman may need her husband's signature on a loan application 3) Close examination of one's financial history and management can be expected. 4) A letter from one's employer stating one's	1) Immigration policy dictates regulations re sponsorship. 2) Regulations vary according to one's immigration status. 3) Immigration policy changes so current information is necessary. 4) An immigration office is a better source of information than friends. 5) Printed information is available, though it is of-	1) Any able bodied person over 16 yrs. of age is eligible for a driver's permit. 2) A person under 19 yrs. of age must be accompanied by a parent in order to apply. 3) Some medical conditions e.g. epilepsy, will need to be cleared by the medical referee in Victoria. 4) There are different classes of	1) A request is seen more favourably if accompanied by a reason. 2) Some employers have set policies that determine whether or not one can have time off work for personal reasons. 3) It may be possible to make up the missed time. 4) The time missed may simply be lost work hours and the wages will be deducted.	1) The schools are there to accommodate the learners so generally changes will be made if possible 2) If a change cannot be made and the learner needs to withdraw, a refund is sometimes available but needs to be requested. 3) Learners in CEIC (Manpower) programs needing to withdraw before their course is fin-	1) It is your right to get as many opinions of your diagnosis as you want. Your own doctor should refer you to another specialist. 2) You may decide on treatment to follow after the different diagnosis has been made. 3) Your medical insurance will cover all consultations as long as you are referred by your family doctor.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	job status may be necessary. 5) How you dress may influence the loans officer.	ten difficult to understand. 5) You may obtain a free copy of "New Directions" a look at Canada's Immigration Act and Regulations which is available in: Chinese, Croation Dutch, German, Greek, Italian, Polish, Portuguese, Serbian, Spanish, Ukranian to give you all the information you need.	licenses. 5) A minimal fee will be charged to take test. 6) If you fail either test, you may retake it as often as necessary until you pass.		ished can sometimes resume study after a period of time. e.g. if a woman needs to withdraw due to pregnancy then she can finish her allotted 2 or 3 months after the pregnancy.	
Social Register	Formal	Formal	Neutral	Neutral/Formal	Neutral	Neutral/Formal
Vocabulary	Personal I.D. and information Job, Home, Money (assets and liabilities)	Personal I.D. and information Family Relationships Job Home Money Immigration processes Documentation Origins (country language)	Personal I.D. and information Driving Times Examination, License to pass, fail to study	Job Family Personal I.D. and information	Personal I.D. and information English courses (levels, kinds of classes, assessment, etc.) Places Times	Illness Medical services Medication Treatment

Supplementary material on EXPRESSING WANT, DESIRE:

In Touch - Book 2, units 1 (introduction), 2 (making a suggestion), 4 and 6; Book 3, unit 8 (asking about plans) (making a reservation).

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"SORRY." "EXCUSE ME, PLEASE."

APOLOGIZING

1. UNIT FOR COMMUNITY MEMBER ROLE.
2. LESSON PLAN FOR COMMUNITY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

COMMUNITY MEMBER

UNIT: "SORRY." "EXCUSE ME, PLEASE."

Function	Apologizing
Situation	A person apologizes for being late for a dinner party.
Objectives	1. Know that there are certain limits of acceptable tardiness, except for sit-down dinner parties. 2. Know that, if you know ahead of time you might be late, you should tell the host at the time the invitation was tendered, call ahead, or even call during the party so that the host will at least know whether to expect you. 3. Know that, while no one likes someone to arrive late, it is equally undesirable to arrive early (unless you are specifically invited to come early). 4. Express greeting. * 5. Apologize for being late. * 6. State general reasons for delay. * 7. Understand host's concern. * 8. Detect change in host's attitude. * 9. Reiterate apology/reason.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Apologizing

B. Role: Community Member

C. Situation: A person apologizes for being late for a dinner party.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. apologize for being late.
2. state general reasons for delay.
3. understand host's concern.
4. detect change in host's attitude.
5. reiterate apology/reasons.

E. English Exponents: I am very sorry.(productive)
Sorry! (productive)
Please forgive me. (productive)
I do apologize. (productive)
Excuse me, please. (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) be able to use simple past tense.
   b) be able to use exclamations. "How unfortunate!"
   c) be able to use imperatives. "Come on in."
   d) be familiar with Canadian customs associated with giving, accepting and refusing social invitations.
2. While "contact assignments" can be given to learners, the nature of "apology" is such that, if it is meant as an apology, it is. If it's not given as an apology, even though the same form is used (Sorry), it isn't.
3. This language function could be developed across all roles.
4. An easier version of this lesson would be everyday classroom apologies such as apologizing for lateness, for having to leave early, for absence, etc.
5. Stress and intonation play an important part in this language function.
6. See also Section - GRANTING FORGIVENESS.
7. Supplementary material on APOLOGIZING:
   In Touch - Book 1, units 1 and 4 (Excuse me, I'm sorry); Book 3, unit 11 (I forgot to give Tomiko that book (inference)).

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to understand the cultural reasons for the impoliteness of arriving late for a dinner party.	Listening Reading	1. Given through translation, if necessary. Cultural Information: When one is late for a social gathering, apologies to the host/hostess are expected. Especially for a dinner engagement, lateness is a very serious matter for two reasons. a) The preparation and cooking of food is involved; times given in the invitation take this into account. b) For reasons of politeness, the dinner cannot be served until all guests arrive. The host may be annoyed at the guest's tardiness. However, he may choose not to let this annoyance show. If the excuse for tardiness is given in an offhand manner, the host's annoyance might surface. If it does surface, the guest will reiterate or reword the apology to show its degree.	
Learners will be able to formulate orally an apology appropriate for the situation of arriving late to a dinner party.	Listening	2. Before listening to the dialogue, the students are given the following contextual information through translation, picture story or any other means necessary to get the meaning across. Background Story: A person has been invited to a dinner party. The host, in the invitation, specified the appropriate time to arrive. The guest tried to leave his home early enough to allow him to arrive on time for dinner. When he tried to start his car, it would not go. The guest tried various means of starting it, to no avail. Finally, he gave up and tried to call his host, whose telephone line was busy. Then he called a taxi. The taxi took him to the dinner party.	Background story.
	Listening Reading	3. Learners listen to a taped dialogue between host and guest and read a transcript of the tape at the same time. They are asked to underline the words or sentences that show "apology".	Taped dialogue. Tape recorder. Transcript of tape for each learner.

* * * * * * *

Worksheet #1 H = Host G = Guest

H: Hi!

G: Well, here we are finally. Sorry we're so late but we ran into problems with the car.

H: Hope it's nothing serious.

G: The car just wouldn't start. We've had the same problem before in damp weather. We tried everything but finally had to give up. We came by cab.

H: How unfortunate! Well, the important thing is that you're here.

G: I'm sure we must've delayed your dinner. We feel very badly about this.

H: Well, don't. Come on in and I'll get you a drink.

* * * * * * *

Listening

PRE-LITERATES

4. For pre-literate learners, the instructor can ask them to raise their hands when they hear each of the three apology formulations.

Listening
Reading
Writing

5. The learners listen to the dialogue again while reading Worksheet #2. This worksheet has part of the formulations of apology blanked out. The learners complete the apology.

* * * * * * *

Worksheet #2 H = Host G = Guest

H: Hi!

G: Well, here we are finally. _______ we're so late but we ran into problems with the car.

H: Hope it's nothing serious.

G: The car just wouldn't start. We've had the same problem before in damp weather. We tried everything but finally had to give up. We came by cab.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		H: How unfortunate! Well, the important thing is that you're here. G: ______ we must've delayed your dinner. ______ very badly about this. H: Well, don't. Come on in and I'll get you a drink. * * * * * * *	
		PRE-LITERATES	
	Listening Speaking	6. For pre-literate learners, the instructor may stop the tape at the appropriate place and ask the learners to complete orally.	
Learners will be able to use appropriate intonation for apologizing.	Listening Reading	7. The learners are presented with Worksheet #3 which contains the apologizes with appropriate intonation contours. They listen to a tape giving the same information orally.	
	Listening Reading	8. Below the appropriate contours, inappropriate intonation contours are given. (They are inappropriate because apologies said with inappropriate intonation.)	
	Listening	9. On Worksheet #3, below the appropriate and inappropriate intonation contours, there is an exercise where the intonations are scrambled. The learners circle 1 or 2, whichever utterance was appropriate.	
		Worksheet #3 A) Appropriate Intonation a) Sorry we're late. b) I'm sure we must've delayed your dinner. c) We feel very badly about this.	Intonation worksheet.

B) Inappropriate Intonation

a) Sorry we're late.

b) I'm sure we must've delayed your dinner.

c) We feel very badly about this.

C) Scramble

a) 1 2

b) 1 2

c) 1 2

Listening
Speaking

10. By means of conversational imitation, the instructor has the learners practise the apology forms with appropriate intonation.

Listening

PRE-LITERATES

For pre-literate students, the instructor may do 7, 8 and 9 orally.

Learners will be shown alternate forms of apology.

Listening
Reading

11. The instructor presents alternate forms of apology appropriate to this situation. This presentation is given by means of Worksheet #4. Translation may be used to show the different meanings.

* * * * * * *

Worksheet #4 H = Host G = Guest

H: Hi!

G: Well, here we are finally

(I'm sorry we're late,)
(I'm so sorry we're so late,)
(I'm very sorry we're so late,)
(I apologize for being late,)
(My apologies for our being late,)
(Please forgive us for being so late,)
(I hope you'll forgive us for being so late,)

but we ran into problems with the car.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		H: Hope it's nothing serious. G: The car just wouldn't start. We've had the same problem before in damp weather. We tried everything but finally had to give up. We came by cab. H: How unfortunate! Well, the important thing is that you're here. G: (I hope you didn't think we'd forgotten.) (I hope we haven't messed up the evening too much.) (I'm sure you thought we weren't coming.) (We feel awful about this.) (We feel so embarrassed.) H: Well, don't. Come on in and I'll get you a drink. * * * * * * *	
	Listening	PRE-LITERATES The contents of Worksheet #4 can be presented orally for pre-literate learners. The number of variations for the first forms may have to be reduced for memory reasons. Optionally, the instructor may present the intonation appropriate to the variations.	
	Listening Speaking	12. By means of conversational imitation, the instructor has the learners practise the alternate apology forms with appropriate intonation.	
	Reading Writing	13. The learners complete Worksheet #5 by using the appropriate variations. * * * * * * * Worksheet #5 H = Host G = Guest H: Hi!	

		G: Well, here we are finally ______________________________, but we ran into problems with the car. H: Hope it's nothing serious. G: The car just wouldn't start. We've had the same problem before in damp weather. We tried everything but finally had to give up. We came by cab. H: How unfortunate! Well, the important thing is that you're here. G: ______________________________ ______________________________ H: Well don't. Come on in and I'll get you a drink. * * * * * * *	
Learners will be able to identify changes in the host's attitude which signal a reformulation of the apology.	Listening	14. Back to the dialogue model, the instructor indicates where the host accepts the guest's apology. a) "I hope it's nothing serious." b) "How unfortunate!" The instructor indicates alternate host responses that would signal a change in the host's attitude; i.e. annoyance, and consequently trigger a more elaborate apology or more detailed account of the reason for delay. The host's concern might be related to time for food preparation and/or consideration for other guests. "We thought we had given you the wrong time." "You're just in time for dessert." "Tough luck." A guest hearing these comments from the host would reiterate or formulate the apology more strongly, possibly using the variations.	
	Listening	15. The instructor, within the framework of the dialogue, gives the learners practice in identifying a host's comment which would call for further apology or explanation. This is done orally in class. a) That's too bad. b) We thought you'd forgotten about tonight. c) We were worried about you, you're not usually late. d) You should have phoned!	

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td>Learners will be able to state generally the reason for delay, as well as give more details.</td><td>Listening
Speaking</td><td>16. The learners listen to the original dialogue and identify orally the reason for delay.
a) "... we ran into problems with the car."
b) "The car just wouldn't start. We've had the same problem before in damp weather. We tried everything but finally had to give up."
The learners should notice that (a) is a general statement of the reason for delay and (b) gives more detail.</td><td></td></tr>
<tr><td>Learners will be able to formulate reasons why one might be late for a party.</td><td>Listening
Speaking
Reading</td><td>17. The learners are given index cards with phrases showing very common reasons for being late for a party.
<table><tr><td>More advanced learners could make up the problem situations and write them out on the cards.</td></tr></table>
<table>
<tr><td>CAR PROBLEMS</td><td>TRAFFIC PROBLEMS</td></tr>
<tr><td>DIRECTION/LOCATION PROBLEMS</td><td>TIME PROBLEMS</td></tr>
<tr><td>FAMILY RESPONSIBILITIES</td><td>ETC.</td></tr>
</table>
The learners practise stating the problem generally. Then they practise giving more detail: e.g.
"We had a flat tire."
"We had a little (or big?) accident."
"The battery went dead."
"We had to take a detour."
"There was an accident on the highway and the traffic was backed up."
"We got lost."
"Our baby sitter was late (sick, so we had to find another one.)."</td><td>Index cards with problems.</td></tr>
</table>

		The instructor should spend as much or as little time on this as he/she feels necessary. More proficient students will be able to give much more detail.
Learners will be able to respond appropriately as guests in the communicative situation.	Listening Speaking	18. Role Play I The instructor or a more advanced learner plays the role of host as in the dialogue. The students take turns being the guest. The dialogue with the guest's variations is enacted.
	Listening Speaking	19. Role Play II The instructor, as host, signals to the guest that the reason or apology is not explicit enough. The learners must respond appropriately. At all times they must be ready for the unexpected. The teacher may wish to tape the role plays so that individual remedial work can be done if necessary.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Apologizing
Situation	A customer apologizes to a credit clerk in a store for late payment of a bill.
Objectives	1. Know that stores expect bills to be paid on time. If they are not, you will be charged interest. 2. Know that "due dates" are marked on some bills but not all. You should find out when the store expects a payment. 3. Know that you do not necessarily have to mail a payment; if convenient, you can pay directly at the credit office or at a bank. 4. Identify self. "The name is Tse, T-S-E." 5. State problem. "My payment is late." 6. Apologize. "I'm sorry but ..." 7. Give reason for late payment. "I just received it yesterday. We had moved." 8. Ask about ramifications. "Will I have to pay the interest?" 9. Understand clerk's response about ramification. "I'm afraid so." 10. Clarify due date and alternative methods of payment (e.g. post-dated cheques). "Do you always bill on the 15th?" "Can I pay at a bank?" 11. Understand clerk's response. 12. State intention and make payment. "I'll pay for it now." 13. Express appreciation for help. "Thanks for your help." 14. Take leave.

CITIZEN

Function	Apologizing
Situation	A citizen apologizes to the police about making a lot of noise at night.
Objectives	1. Know that most all communities have by-laws concerning "quiet" hours; as well, some apartment buildings have their own "quiet" hours. 2. Know that your neighbours have the right to telephone the police if they feel you are making too much noise. 3. Acknowledge police officer coming to the door. 4. Understand police officer stating problem. "There's been a complaint. It's after 11:00 and it's too noisy." 5. Apologize. "Oh, sorry." 6. State reason. (optional) "It's a 25th wedding anniversary." 7. State your intent to rectify the problem. "We'll keep it quiet." 8. Understand police officer's comment about it not happening again. "I hope this won't happen again." 9. Take leave. "Good night."

WORKER

Function	Apologizing
Situation	A worker apologizes to supervisor for work not done or finished.
Objectives	1. Know that supervisors determine how much work should be done. 2. Know that, in general, quality of work should not suffer because of an emphasis on quantity. 3. Express greeting. 4. Understand supervisor's questions about how work is proceeding. "How's it going?" 5. Explain that work is not going well because of .... "Not very well, this is new to me." 6. Apologize and state work will not be completed on time. "I'm afraid it won't be finished on time." 7. Understand supervisor's question as to reason. "What is the problem?" 8. State reason. "I'm not familiar with this equipment." 9. Understand supervisor's reply to your reasons. "I'm sure you'll get used to it." 10. Answer supervisor's comments. "I'm sure I will." 11. Apologize again. "I am sorry."

LEARNER

Function	Apologizing
Situation	A learner apologizes to instructor for losing a book.
Objectives	1. Know that when people lend things, especially books, they expect them back in the same condition. 2. Know that if something borrowed is lost or damaged, the borrower should replace it or offer to make amends. 3. Request to speak to instructor. "May I speak to you for a moment?" 4. Identify book borrowed. "I borrowed a pronunciation book from you." 5. Apologize and state loss of book. "I'm afraid I lost it." 6. Explain circumstances of loss. "I think I left it in the classroom yesterday." 7. Apologize and offer to make amends. "I'm very sorry. What can I do?" 8. Understand instructor's suggestions. "Well, we can order one and you can pay for it when it arrives." 9. Agree or propose an alternate plan. "Oh, of course." "Maybe I should look around first." 10. Explain intentions. "I'll go to LOST AND FOUND and if it isn't there, then I'll order one." 11. Understand agreement/disagreement. "That's fine." "Oh, don't bother. It doesn't matter." 12. Apologize again. "I am very sorry for the inconvenience." 13. Understand acceptance. "Oh, that's okay."

FAMILY MEMBER

Function	Apologizing
Situation	A parent apologizes over the telephone to a teacher for letting child go to school with a contagious disease.
Objectives	1. Know that any communicable disease spreads very quickly in schools. 2. Know that teachers expect parents to inform them of possible contagion. 3. Identify self and child. "Hi, I'm Mr. Chu, Wayne's father." 4. Explain why child is not in school. "Wayne has the measles." 5. Apologize for letting child come to school during incubation period. "I'm sorry he has been coming until now." 6. Make excuse. "We didn't realize what it was." 7. Understand teacher's question about child's health. "How is Wayne?" 8. Answer about status of child's health. "He has a fever and, of course, he's very uncomfortable." 9. Apologize again to teacher. "I am sorry." 10. Express hope that illness will not spread. "I hope others weren't infected." 11. Understand teacher's concern and her appreciation of your calling her. "I hope he's better soon. Thank you for calling." 12. Take leave. "You're welcome. Bye now."

SUMMARY OF SITUATIONS

"SORRY." "EXCUSE ME, PLEASE.": APOLOGIZING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A customer apologizes to credit clerk in a store for late payment of a bill.	A citizen apologizes to the police about making a lot of noise at night.	A neighbour apologizes for being quite late for a social gathering.	A worker apologizes to supervisor for work not done or finished.	A learner apologizes to instructor for losing a book.	A parent apologizes for letting child go to school with a contagious disease.
Cultural Notes (in native language if necessary)	1) Stores expect bills to be paid on time. 2) Some bills give due date; others do not and so you should find out what they expect. 3) You will be charged interest after due date. 4) Apology is related to embarrassment.	1) A community may have "quiet" hours (10 - 8) and neighbours have the right to call the police when there is too much noise. 2) Noise by-laws can be enforced by fines or imprisonment.	1) There are often loose understandings about arrival times for social gatherings (not for sit-down dinners). 2) It might be more polite to warn host or hostess of the possibility of your being late. 3) If you are not able to show up, phone and apologize the next day.	1) Even though some jobs are "quantity-oriented", quality of work should not suffer. 2) There is no need to apologize if you are not at fault.	1) If you lose something borrowed from someone else, you should replace it or offer to make some other amends. 2) When people lend things, they expect them back in the same condition.	1) Communicable diseases spread very quickly in schools. 2) Teachers expect parents to let them know of possible contagion.
Social Register	Neutral	Neutral	Informal	Formal/Neutral	Neutral	Neutral

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Vocabulary	Personal I.D. Address Correspondence Services Post Telephone Money Vocabulary related to credit payment interest overdue	Personal I.D. Vocabulary related to noise levels noise	Invitations invitation expect Excuses (optional)	Vocabulary related to type of work production quantity	To lend To borrow To replace Money	Personal I.D. To wake up To go to school To go out Health & Welfare disease contagious ailment Absence absent away
Body Language	Point to the bill. Lower head slightly.	Lower head slightly. Avert eyes to ground.	Lower or tilt head slightly. Gesture with open palms.	Lower or tilt head slightly. Point to the problem or the work. Point to chest when referring to self.	Lower or tilt head slightly.	Shrug, shake head.

Supplementary material on APOLOGIZING:

In Touch - Book 1, units 1 and 4 (Excuse me, I'm sorry); Book 3, unit 11 (I forgot to give Tomiko that book (inference)).

"IT DOESN'T MATTER."

GRANTING FORGIVENESS

1. UNIT FOR CONSUMER ROLE.
2. LESSON PLAN FOR CONSUMER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 20

CONSUMER

UNIT: "IT DOESN'T MATTER."

Function	Granting Forgiveness
Situation	A store clerk grants forgiveness to a customer who has damaged a store item.
Objectives	1. Know that some stores do not want you to touch their breakables; they prefer you to ask a salesperson for help. 2. Know that one is usually expected to pay for things one has damaged. 3. Understand customer's attention-getting technique. "Excuse me." 4. Offer to assist customer. "May I help you?" * 5. Understand customer's apology about damage to item. "I'm afraid I've broken this." * 6. Grant forgiveness. "Oh, that's all right."

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Granting Forgiveness

B. Role: Consumer

C. Situation: A store clerk grants forgiveness to a customer who has damaged a store item.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that some stores do not want you to touch their breakables; they prefer you to ask a salesperson for help.
2. know that one is usually expected to pay for things one has damaged.
3. know that an apology is in order.
4. understand apology. "I'm sorry, I've broken this."
5. grant forgiveness. "Oh, that's all right."

E. English Exponents: that's all right (productive)
it's all right now (productive)
it doesn't matter (at all) (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) have enough listening skills to understand what happened in simple situations.
   b) have knowledge of the concept of "apology".
2. Section 19, APOLOGIZING, can be done prior to this one to acquaint learners with situations in which apologizing and granting forgiveness occur.
3. This language function lends itself to being developed across roles.
4. Supplementary material on GRANTING FORGIVENESS:
   In Touch - Book 1, unit 1; Book 3, unit 11.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to understand the situation in which the store clerk grants forgiveness.	Speaking Listening	1. The instructor presents a picture or sequenced picture story which illustrates the given situation. Learners attempt to orally reconstruct the situation. New vocabulary may come up in context. 2. Before giving the dialogue below to the learners, the instructor gives them the following contextual information (which may include information in (1) by any means. You will hear a conversation between two people in a store - a store clerk and a customer. The customer was looking at a glass and accidentally dropped it. The customer goes over to the sales clerk, explains what happened, and apologizes. The sales clerk looks at the damage done and grants forgiveness.	Picture/strip story.
Learners will be able to identify expressions of granting forgiveness.	Listening	3. Learners listen to the dialogue between the store clerk and customer. * * * * * * * Conversation: C = Customer SC = Store Clerk C: Excuse me. SC: Yes, can I help you? C: I'm afraid I've dropped one of those glasses over there. I'm so sorry. SC: That's all right. I'll get somebody to sweep up the glass. * * * * * * * Learners call out words they recognize. Instructor plays tape again and learners try to identify the granting of forgiveness.	Tape and tape recorder.

Listening
Reading
Writing

4. The learners are given the following exercise on a worksheet. The dialogue is transcribed except for "That's all right.".

Worksheet.

* * * * * * *

Conversation: C = Customer SC = Store Clerk

C: Excuse me.
SC: Yes, can I help you?
C: I'm afraid I've dropped one of those glasses over there. I'm so sorry.
SC: ______. I'll get somebody to sweep up the glass.

* * * * * * *

Reading
Listening
Speaking

The instructor asks learners for alternatives to the expression of granting forgiveness given in the dialogue. As alternatives are given, have them substituted in the dialogue. If there are more expressions than they have offered, give them key words to cue them.

e.g. worry (Don't worry about it.)
matter (It doesn't matter.)

or - show them the key word like this:

______ worry ______ ______.
______ ______ matter.

* * * * * * *

C: Excuse me.
SC: Yes, can I help you?
C: This is so embarrassing. I'm afraid I've dropped one of those glasses over there. I'm so sorry.

(That's all right.)
(It's all right.) I'll get somebody to pick up the glass.
(That's okay.)
(Don't worry about it.)

* * * * * * *

OBJECTIVES	SKILLS	PROCESS	DEVICES
		The instructor leads a discussion of appropriate intonation.	
Learners will be able to grant forgiveness within the scope of this situation.	Listening Speaking	5. Setting up part of the classroom as a "store", the instructor monitors as learners "role play" simultaneously in pairs. After each role play, pairs discuss problems. Some groups may choose to do their role play for the class. Class discusses the appropriateness of each expression of forgiveness, body language and intonation.	
Learners will be able to grant forgiveness in a variety of situations.	Writing Speaking	6. Granting Forgiveness in a Variety of Situations: Either: a) have more advanced learners work together to list a variety of situations, or b) elicit the situations from the class by asking for: 1) situations for each of the roles - e.g. "When might a learner grant forgiveness?" 2) situations in which they have granted or have needed to grant forgiveness. 3) places where forgiveness might be appropriate - e.g. "Where do we grant forgiveness?" Have learners role play these situations.	Paper or index card or blackboard.

UNITS FOR THE OTHER ROLES

1. CITIZEN
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Granting Forgiveness
Situation	A person grants forgiveness to a Human Rights Officer who is unable to handle this case.
Objectives	1. Know that the Human Rights Branch may not be able or authorized to handle all cases. 2. Know that the person one deals with may not be the one who decides which cases the Branch handles. 3. Understand the officer's apology for not being able to handle the case. "I'm afraid we can't handle this." 4. Understand the officer's reasons for not taking on the case. "This looks more like a landlord/tenant dispute." 5. Grant forgiveness. "I understand. Thanks anyway."

COMMUNITY MEMBER

Function	Granting Forgiveness
Situation	A host grants forgiveness to a friend who is late for a social gathering.
Objectives	1. Know that it is etiquette to grant forgiveness to someone who apologizes. 2. Know that guests usually attempt to arrive on time. 3. Understand guest's apology. "I'm so sorry we're late." 4. Understand guest's reasons for being late. "We had car trouble." 5. Grant forgiveness. "No problem."

WORKER

Function	Granting Forgiveness
Situation	A supervisor grants forgiveness to a worker who is late for a meeting.
Objectives	1. Know that it is etiquette to grant forgiveness to someone who apologizes. 2. Know whether employee's attendance at meeting is optional or compulsory. 3. Understand worker's apology. "Sorry, I'm late." 4. Grant forgiveness. "That's okay. Let's get started."

LEARNER

Function	Granting Forgiveness
Situation	Learner grants forgiveness to an instructor who has lost his/her assignment.
Objectives	1. Know that an apology can be expected. 2. Know that an apology is usually followed by a statement of understanding or at least acknowledgement of the apology. "Oh that's okay." "Well ... okay." 3. Understand apology. "I'm afraid I've lost your paper. I'm really sorry." 4. Grant forgiveness. "Oh well, that's too bad. Don't worry about it."

FAMILY MEMBER

Function	Granting Forgiveness
Situation	A landlord grants forgiveness to a tenant who is late paying the rent.
Objectives	1. Know that an apology is in order. 2. Understand tenant's apology. "I'm sorry this is late." 3. Understand tenant's reason for delay. "I'm very careless." 4. Grant forgiveness. "Well, that's okay but I do need it by the 1st of the month from now on."

SUMMARY OF SITUATIONS

"IT DOESN'T MATTER.": GRANTING FORGIVENESS

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A store clerk grants forgiveness to a customer who has damaged a store item.	A person grants forgiveness to a Human Rights Officer who is unable to handle this case.	A host grants forgiveness to a friend who is late for a social gathering.	A supervisor grants forgiveness to a worker who is late (for a meeting).	A learner grants forgiveness to instructor who has lost his/her assignment.	A landlord grants forgiveness to a tenant who is late paying the rent.
Cultural Notes (in native language if necessary)	1) One is usually expected to pay for damaged goods. 2) In the case of china or glass shops or departments, one should be extremely careful of shoulder bags, parcels, etc. 3) Some stores do not want you to touch their breakables. They prefer you to ask for help.	1) Human Rights Branch cannot handle all cases. 2) The person one deals with may not be the one responsible for deciding not to take the case. 3) Human Rights Officer should give reasons for being unable to handle the case.	1) In most cases a guest attempts to be on time. 2) Apologies are in order but a reason is optional. 3) Apologies are followed either by forgiveness or a statement acknowledging the apology.	1) Business meetings usually have specified starting and ending times. 2) Some meetings have optional attendance; some supervisors expect their employees to attend these meetings.	1) An apology is in order. 2) Apologies are followed either by forgiveness or a statement acknowledging the apology.	1) Some landlords give 3 weeks' grace time for rent delay. 2) Continuous late payment of rent might affect your credit rating. 3) Let landlord know, beforehand, that you will be late with the rent. 4) Nonpayment of rent may result in eviction. 5) Some landlords accept post dated cheques to ensure getting rent on time.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Social Register	Neutral	Neutral	Informal	Formal/Neutral	Neutral	Neutral
Vocabulary	Terms related to merchandise in store. Terms related to damage.	Personal I.D. Terms related to case brought to Human Rights Branch.	Terms related to social situations, parties, etc.	Terms related to business meetings Work related terms.	Terms related to school. Terms related to assignment.	Apartment To rent Terms related to rent and payments.
Body Language	Smile. Shrug.	Smile.	Smile.	Smile.	Smile.	Smile.

Supplementary material on GRANTING FORGIVENESS:

In Touch - Book 1, unit 1; Book 3, unit 11.

"THANK YOU." "IT'S VERY GOOD OF YOU."

EXPRESSING APPRECIATION

1. LESSON PLAN FOR ALL ROLES.
2. UNITS FOR ALL ROLES.
3. SUMMARY OF SITUATIONS.

INTRODUCTION TO THE LESSON

A. Function: Expressing Appreciation

B. Role: All Roles

C. Situation: A variety of situations is covered in this lesson.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that expression of appreciation is often expected.
2. know that tone and intonation account for the sincerity of the expression of appreciation.
3. know when to express appreciation.
4. express appreciation. "Thank you." "It's very nice/good of you."
5. understand response. "You're welcome." "It's nothing."
6. acknowledge response with a smile or nod.
7. write notes of appreciation both formal and informal.

E. English Exponents: (it's) very good/nice (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
    - a) be able to use "wh" questions.
    - b) be able to use simple forms of past, present and future tenses.
    - c) be able to use adjectives.
    - d) be able to use simple stress and intonation.
    - e) have previous contact experience.
2. This lesson plan will cover a few days at least.
3. Before having class visitors, prepare learners by role playing "expressing appreciation" to the visitor.
4. In some cases, you may want to contact the places you are sending them to and tell the manager or other supervisory personnel who the learners are, when they are coming and what they will be doing.
5. "Expressing appreciation" can be as simple or complex as you may care to make it. This lesson suggests only a few alternatives.
6. Learners (especially more advanced ones) may wish to follow-up with written expressions of appreciation for personal or business purposes.
7. Tone, emphasis and body language play an important part in this language function. Role plays may need to exaggerate these in order to make the point.

8. Supplementary material on EXPRESSING APPRECIATION:
In Touch - Book 1, unit 8.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to use forms of the word "appreciate" to express appreciation.	Listening Speaking Writing	1. Introduction: This lesson may arise out of any situation or exchange. It might come out of some cultural comparison activity where several learners have queried (or poked fun at) Canadians' tendency to say thank you all the time. Raise question: Why do we say "thank you"? What are we doing when we say "thank you"?	
		Identify the function "expressing appreciation" and write on board. Note: "Appreciation" will be a new word for many and is difficult to pronounce. Learners practise pronouncing and changing its form. e.g. appreciation appreciate appreciates appreciated appreciating	Blackboard and chalk.
		2. Dictation: Tape these sentences, saying each one twice, or give them orally. a) She expressed her appreciation. b) I appreciate your help. c) She appreciates her good job. d) I appreciated your call. e) I'm really appreciating my new car.	Tape recorder and tape.

Learners will be able to understand and use 2 different meanings of "appreciate".		Compare varying meanings of appreciation. e.g. I appreciate your help. Ask learners to rephrase this - i.e. Thank you for your help. and She appreciates her good job. i.e. She likes (is glad about) her good job. **Note**: "Appreciate" can be a confusing word because its meanings vary yet are similar. e.g. "House values have appreciated." Leave the comparison to the 2 meanings above and have learners make up a few sentences for each. e.g. Thank you: I appreciate your kindness. / thoughtfulness. / assistance. Like: I appreciate my dependable car. / my dishwasher.	
Learners will be able to identify and use a variety of direct and indirect ways of expressing appreciation.	Listening Reading Writing	3. Listening Conversations: Identifying alternate ways of expressing appreciation. Tape these conversations. If possible, put half on one tape and half on another and put learners in smaller groups to listen and do the activities. Then learners can switch tapes. * * * * * * * Conversation #1 A: John, could you hand me the tape? B: Sure. A: Thanks.	Taped conversations. Tape recorder. Worksheet with conversations with words omitted.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Conversation #2 A: Lee, may I borrow your pen for a second? B: Sure. You can use it all day. I have several. A: Great. Thanks. Conversation #3 A: Would you like some coffee? B: That would be nice ... Umm. That's delicious coffee. Conversation #4 A: Do you have your cigarettes with you? B: Yep. Help yourself. A: Great. Thanks a lot. Conversation #5 A: Could you carry this for me? It hurts my back. B: Sure. Be happy to. A: Wonderful. I really appreciate it. Conversation #6 A: Susan and George brought us a housewarming gift yesterday. B: Oh, lovely! What was it? A: It was a small soapstone carving of a dolphin. Looks perfect on the mantle. B: How thoughtful of them!	

Conversation #7

A: Are you feeling better today, Nancy?

B: No, actually, I'm not. I can barely get out of bed.

A: Oh, dear, well, listen. How about if I bring dinner over? It's no problem.

B: Oh, gosh. You're too nice to me!

Conversation #8

A: Mr. Miller, we're having a party tonight. If it gets too noisy, please come down and tell us. We don't want to bother you.

B: Oh well, thanks for letting me know. It's very considerate of you.

Conversation #9

A: I heard Maureen gave you a surprise baby shower.

B: Oh, yes! She did. The sweet lady! She's so good to me, always doing things for me! We really didn't have much so I really appreciated the gifts! Such generous friends!

Conversation #10

A: We received a thank you note from Nina today.

B: Oh, great! What did she say?

A: Well, here! I'll read it to you.

B: Oh!

A: Dear Lee and Surjit:

How kind of you to remember me on the anniversary of that sad day. Your support was very much appreciated. If it weren't for you I probably would have spent it alone. Thank you ever so much for thinking of me.

* * * * * * *

OBJECTIVES	SKILLS	PROCESS	DEVICES
	All Skills	Now, learners could do any or all of the following tasks. a) Listen for and try to write out expressions of appreciation. b) Complete a worksheet of the conversations with "appreciations" omitted. c) Identify indirect expressions of appreciation. e.g. You're too nice to me. You're always doing things for me. d) List all expressions of appreciation. e) Identify (find and circle) all adjectives which describe people. e.g. kind, generous. f) Substitute all or some expressions of appreciation with alternate forms. e.g. for "How thoughtful of them" substitute "Aren't they nice?" or "Aren't they thoughtful?" g) Practise the conversations. h) Note where more than one sentence is used. e.g. "Thanks" versus "Well, thanks for letting me know. It's very considerate of you." i) Have dictation of words like - kind, generous, thoughtful.	Worksheet of conversations with various parts omitted.
Learners will be able to express appreciation at 2 levels - simple and more complex.	Listening Speaking Writing	4. Two Levels of Appreciation Write on board: Thanks. Thank you very much; really appreciate it. Ask what the difference is? - group lists situations where a simple thank you is appropriate and adds alternate words for expressing a simple thanks.	

Situations	Responses
Borrowing a pen. Handing someone something. Offering someone something. Giving someone a notice. Holding something for someone. Carrying something for someone.	Thank you. Thanks. Thanks a lot. Thanks very much. Thank you very much. Great! Lovely! etc.

Now, small groups of learners list 3-4 situations for which a more enthusiastic response is called for and try to work out 2 sentence responses for each one. Instructor moves around the room checking and helping.

Now, pairs of learners choose one situation each and work out a conversation expressing appreciation but not making direct reference to the situation. Pairs go out of the room and tape their conversation. Then the group listens and tries to guess the situation.

e.g.
- your neighbours have helped you move
- your co-worker has done a good job which helps you in your work
- someone gives you a ride home
- your English teacher is leaving for good

Learners listen and correct sentences which express appreciation.

Learners will be able to use several different grammatical forms correctly.	All skills depending on task selected.	5. Practising alternate grammatical forms for expressing appreciation Learners group sentences into like structures. e.g. - Thank you for (the book) - noun Thank you for (going) - gerund - It was very (nice) of you - adjective It was so (kind) of you - adjective

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
- I appreciate (it, the book) - noun
I appreciate (your coming early) - gerund

Learners could:

a) make up, tape, write out samples of each.
b) add or expand sentence to include a reason. e.g.

Add: Thank you for the book. It helped me understand my rights.
Expand: I appreciate your coming early because I got home late and didn't have time to clean the house before I left this morning.
</td><td></td></tr>
<tr><td>Learners will be able to observe and record (written) expressions of appreciation in specific situations.</td><td>Listening
Writing</td><td>
6. Contact:

Each learner is given a sheet as follows:

<table>
<tr><th>Situation</th><th>Response</th></tr>
<tr><td>1) Check-out person thanks customer.</td><td>1) Thanks a lot.</td></tr>
<tr><td>2) Librarian helps learner find something.</td><td>2) Thanks so much for your time. You've been very helpful.</td></tr>
<tr><td>3)</td><td></td></tr>
</table>
Put the learners in groups of 2 or 3 and send each group to one of the following places:

a) supermarkets
b) social service agencies
c) department stores
d) banks
</td><td>Worksheet as shown.</td></tr>
</table>

		e) libraries f) hospitals g) churches Directions: (send at least one literate learner with each group) - observe people. - what words do they use when they express appreciation? - write their words down. - what body language are they using? (smile, eye contact, nod, touch, distance between speakers, etc.) 7. Contact Follow-up: Each group reports on its situation. Instructor or another learner writes on blackboard each situation, response and body language. Each group role plays the situations they observed, paying particular attention to body language. Learners who do not complete their contact assignment should be sent out again to finish it.	
Learners will be able to understand and use expressions of appreciation collected during contact assignment.	Listening Writing Speaking	8. Record the responses learners obtained (use other speakers if possible). Learners do some or all of these exercises. a) Transcribe the responses. b) Do a fill-in-the-blank exercise of the responses. Learners check each other's and correct as a group, listening to the tape over and over again. c) Mark stress and intonation. e.g. 1) Thánk you so múch. 2) Thánk you. 3) I appréciate it. or 1) That's so nice of you. 2) How thoughtful. d) Practise the responses.	Tape recorder or language master.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to role play expressing appreciation in various situations.	Listening Speaking	9. Learners will practise their responses. a) Half the learners are given the letter "A". Half the learners are given the letter "B". b) All learners get up and walk around the classroom, practising the responses (quietly as they move). c) The instructor describes a situation as the learners are moving. e.g. You have just finished taking your road test for the driver's exam. The examiner has been very patient with you. d) At the end of the description, the instructor says: all A's what do you say? or all B's what do you say? e) All A's find a B and say appropriate response. f) All B's rate A's response and help correct/alter it. g) Repeat using different situations. The first time will be slow, until learners understand and can follow instructions. Let learners practise first. Exercise should not go longer than 5 - 10 minutes. To do Step No. 5 prepare your learners by doing some movement exercises. Allow them to practise for a few examples before they begin. Some learners may feel uncomfortable doing such an exercise in the beginning - let them sit out. After this exercise has been done a few times over a couple of weeks, most learners join in.	

<table>
<tr>
<td>Learners will be able to identify cultural differences and similarities in how people express appreciation.</td>
<td>Speaking
Writing</td>
<td>10. Ask learners to describe situations in which they would express appreciation in their native country.

On blackboard put 3 columns.

e.g.

<table>
<tr><th>Situation</th><th>Response in Native Country</th><th>Response in Canada</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>

Learners give examples of situations and responses from their native country and write these down.

Ask class to give responses in a similar situation in Canada.</td>
<td>Blackboard and chalk.</td>
</tr>
<tr>
<td>Learners will be able to use expressions of appreciation in/during appropriate situations.</td>
<td>Speaking

Listening
Writing</td>
<td>11. Guests and Contacts:

These responses/expressions of appreciation should be practised before each class visitor, contact assignment where such a response would be appropriate.

Sample Visitor Preparation Activity:

Dictate on a tape 10 "appreciation" items (1 or more sentences). Learners indicate "B" for "before" presentation or talk, or "A" for "after" presentation or talk, or "E" for either one.

E 1. Thank you for coming.
A 2. We enjoyed having you.
B 3. We're looking forward to your talk.
E 4. We appreciate your coming.
A 5. You gave us some useful information.

And so on. More basic learners could fill in sentences with blanks. Learners practise using these expressions through role play.</td>
<td>Taped sentences and recorder or language master.</td>
</tr>
</table>

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Learners could: practise combining two or more sentences to make a more elaborate thanks. e.g. "Thank you for coming. We appreciate your time. You've been so helpful. Thank you again." substitute for "your time" - with learners listing other things visitors have done or are likely to do. e.g. We enjoyed) the slides appreciated) the film) talking with you) interviewing you) our discussion	
Learners will be able to use some appropriate expressions for written communication.	Writing	12. All class guests should receive thank you notes from one or more of the learners as should anyone who has been particularly helpful during a contact assignment. Writing and sending thank you notes is a particularly meaningful activity for learners and all opportunities should be exploited. Sample thank you note activity: Group identifies a past visitor and recalls how she/he was thanked orally. e.g. Thank you for coming. Thank you so much. We appreciate your time. Instructor elicits ways in which a note or letter might differ. (i.e. is more formal). Consider how these three sentences could be made more formal. If no one is able to come up with anything,	

<table>
<tr><td></td><td></td><td>instructor will have to provide ...

We (would like) to thank ...
We (wish) to thank ...
We would like to express our appreciation ...
We sincerely appreciate ...

Learners compile a list of expressions from previous exercises and work at converting them to more formal expressions appropriate for written communication.</td><td></td></tr>
<tr><td>Learners will be able to identify appreciation vocabulary and use some of the words in sentences.</td><td>Reading
Writing</td><td>13. Puzzle

Give learners worksheet as follows:

<table>
<tr><td>a</td><td>s</td><td>t</td><td>n</td><td>k</td><td>f</td><td>w</td><td>o</td><td>n</td><td>d</td><td>e</td><td>r</td><td>f</td><td>u</td><td>l</td><td>p</td><td>g</td><td>h</td></tr>
<tr><td>c</td><td>o</td><td>n</td><td>s</td><td>i</td><td>d</td><td>e</td><td>r</td><td>a</td><td>t</td><td>e</td><td>q</td><td>p</td><td>e</td><td>s</td><td>m</td><td>e</td><td>n</td></tr>
<tr><td>o</td><td>o</td><td>i</td><td>s</td><td>n</td><td>w</td><td>r</td><td>p</td><td>i</td><td>v</td><td>x</td><td>d</td><td>o</td><td>l</td><td>n</td><td>t</td><td>n</td><td>c</td></tr>
<tr><td>p</td><td>s</td><td>c</td><td>t</td><td>d</td><td>f</td><td>r</td><td>t</td><td>h</td><td>a</td><td>n</td><td>k</td><td>y</td><td>o</td><td>u</td><td>x</td><td>e</td><td>b</td></tr>
<tr><td>q</td><td>r</td><td>e</td><td>o</td><td>m</td><td>g</td><td>n</td><td>p</td><td>t</td><td>a</td><td>o</td><td>s</td><td>r</td><td>v</td><td>w</td><td>e</td><td>r</td><td>c</td></tr>
<tr><td>t</td><td>v</td><td>a</td><td>p</td><td>s</td><td>r</td><td>o</td><td>w</td><td>s</td><td>m</td><td>v</td><td>i</td><td>y</td><td>e</td><td>t</td><td>y</td><td>o</td><td>n</td></tr>
<tr><td>n</td><td>a</td><td>p</td><td>p</td><td>r</td><td>e</td><td>c</td><td>i</td><td>a</td><td>t</td><td>e</td><td>c</td><td>x</td><td>l</td><td>b</td><td>z</td><td>u</td><td>p</td></tr>
<tr><td>a</td><td>s</td><td>m</td><td>t</td><td>o</td><td>a</td><td>w</td><td>q</td><td>e</td><td>p</td><td>n</td><td>a</td><td>v</td><td>y</td><td>i</td><td>a</td><td>s</td><td>z</td></tr>
<tr><td>p</td><td>v</td><td>z</td><td>q</td><td>r</td><td>t</td><td>h</td><td>a</td><td>n</td><td>k</td><td>s</td><td>a</td><td>l</td><td>o</td><td>t</td><td>n</td><td>k</td><td>s</td></tr>
</table>

Find 5 words across and 5 words down that express appreciation and circle them. Write them below. Then choose 5 words and make sentences using them.</td><td>Puzzle worksheet as shown.</td></tr>
</table>

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Across 1. 2. 3. 4. 5. Down 1. 2. 3. 4. 5. Sentences 1. 2. 3. 4. 5.	

UNITS FOR ALL ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER
6. FAMILY MEMBER

CONSUMER

Function	Expressing Appreciation
Situation	A customer expresses appreciation to a clerk for special service received with regard to sending a telex to trace the order of (e.g. a chair) which has not yet been received.
Objectives	1. Know that you should take all receipts, bills to show proof of purchase with you. 2. Know that a company should take responsibility in tracing your order. 3. Understand the clerk's explanation of response to telex they received regarding your order. e.g."They will _______; you should receive your order by _______." 4. Ask any clarification questions. "When will they send _______?" "What did they mean when they said _______?" 5. Express appreciation to the clerk for his help. "It was very good of you to _______. Thank you." "It was very nice of you to _______. Thank you." "Thank you for your help. It was very nice of you." 6. Understand response to expression of appreciation. "You're very welcome." "Not at all."

CITIZEN

Function	Expressing Appreciation
Situation	A person expresses appreciation to the examiner after taking the driver's test.
Objectives	1. Understand the examiner's instructions. 2. Ask the examiner to repeat any instructions you do not understand. "Excuse me, could you repeat that please?" 3. Understand examiner's remarks regarding your performance and whether you passed or failed. 4. Ask any clarification questions regarding his/her remarks about your performance. 5. Express your appreciation. "Thank you. You were very patient and considerate." "Thank you. It's very nice of you to say _______." 6. Understand response. "You're welcome." "Not at all." 7. Extend appreciation if appropriate. "I really appreciated your help."

COMMUNITY MEMBER

Function	Expressing Appreciation
Situation	A person expresses appreciation to neighbours and friends for helping with a move.
Objectives	1. Understand that such help is usually voluntary; the usual type of repayment is your offer of help at another time, or a meal. 2. Understand that food and/or drink are usually served to the people helping you move. 3. Express appreciation to your neighbours and friends who helped you move. "Thank you. It was so nice of you to help." "Thanks a lot. It was very generous of you to _______." "Thanks. You were great!" 4. Understand responses to your thanks and appreciation. 5. Extend appreciation if appropriate. "I really appreciate it."

WORKER

Function	Expressing Appreciation
Situation	A worker expresses appreciation to co-worker for a job well done.
Objectives	1. Understand that compliments are appreciated. 2. Understand that if a co-worker helps you or his own work helps you out, it is nice to express your appreciation. 3. Know the vocabulary related to the work done by your co-worker. 4. Express appreciation to co-worker. "That's a very good job (name of co-worker)." "That was well done (name of co-worker)." "That was a great job; it'll really help me out (name of co-worker)." 5. Understand response. "That's okay." "Anytime."

LEARNER

Function	Expressing Appreciation
Situation	A learner expresses appreciation to a class visitor for coming to the class.
Objectives	1. Understand that you may thank a visitor both at the beginning and end of a visit. 2. Know that at the end of the visit you should definitely thank a visitor to your class. 3. Understand instructor's or visitor's closing remarks. "Are there any more questions/comments?" 4. Ask/understand any further questions. 5. Express appreciation to the visitor. "It was very kind of you to come to our class. Thank you." "It was very interesting to have you here. Thank you. I hope you can come again." 6. Understand visitor's response.

FAMILY MEMBER

Function	Expressing Appreciation
Situation	A person expresses his/her appreciation to a counsellor for helping resolve a problem with regard to transferring his/her child to another school.
Objectives	1. Understand that you should give the counsellor all information that he may ask for. 2. Know information regarding reasons for transferring your child and know the location of the new school. 3. Understand information given by counsellor regarding child's transfer. 4. Ask for information about details of child's transfer. e.g. when, how, etc. 5. Understand counsellor's responses. 6. Express your appreciation to the counsellor for facilitating the transfer. "Thank you. It was very good/kind of you to go to all this trouble." "You've been very helpful. Thank you." 7. Understand counsellor's response.

SUMMARY OF SITUATIONS

"THANK YOU." "IT'S VERY GOOD OF YOU.": EXPRESSING APPRECIATION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A customer expresses appreciation to a clerk for special service received in sending a telex to trace the order of goods which have not yet been received.	A person expresses appreciation to the examiner after taking the driver's test.	A person expresses appreciation to neighbours and friends for helping with a move.	A worker expresses appreciation to co-worker for a job well done.	A learner expresses appreciation to a class visitor for coming to the class.	A person expresses appreciation to a counsellor for helping to resolve a problem regarding transferring child to another school.
Cultural Notes (in native language if necessary)	1) Any telex sent should be paid for by the company. 2) The company has the responsibility to trace your order. 3) Take all receipts, bills with you to show proof of purchase. 4) Thanking the clerk and expressing your appreciation is proper and customary.	1) Ideally, examiners remain objective when marking you on your performance. 2) If you do not understand an instruction, ask to have it repeated. 3) Do not lose your temper if you fail. It is not the examiner's fault. 4) You may retake the examination at a later date.	1) Neighbours and friends usually help for free, with the understanding you will help them similarly in return. 2) An offer of a meal or a drink is considered appropriate. 3) Ask neighbours or friends for help before your moving day. 4) Express your appreciation to	1) You should show appreciation to a co-worker for a job well done. 2) Compliments are appreciated.	1) Always thank a visitor for coming to the class. 2) You may thank the visitor both at the beginning and at the end of the visit.	1) Give a counsellor all the information asked for. 2) You may transfer your child to another school. Depending on your school district, laws regarding such transfers vary. Ask your counsellor for all information. 3) Thank the counsellor for the assistance.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
		5) Thank the examiner at the end. 6) Make sure you have your instructional (learner's) license with you.	everyone who helped you move.			
Social Register	Informal	Neutral	Informal	Neutral/Informal	Neutral/Informal	Informal
Vocabulary	Personal I.D. Money Shopping to shop Prices price how much Characteristics kind nice Telegraph & Telex to trace to wire to send to arrive to order to receive	Personal I.D. Age Sex Examinations examination to pass to fail test Terms Related to Taking Driver's Test Terms Related to form for driver's license Characteristics patient considerate	Characteristics kind nice generous considerate helpful Accommodation Furniture	Likes & Dislikes to like Characteristics kind nice well done great Terms Related to topic discussed by guest and learner	Personal I.D. Education school course student teacher instructor Likes & Dislikes to like Characteristics kind nice Invitations to invite to join to come to to talk guest visitor	Personal I.D. Education school to go to school to leave school Family Members Likes & Dislikes to like Characteristics kind nice School Terms transfer school boundary school district Terms Related to reasons for asking for transfer

Body Language	If standing or sitting, do not slouch; sit or stand up straight. Shake hands at end. (optional)	Walk with examiner, not in front or behind. Shake hands. (optional)	Shake hands with everyone who helped you. (optional) Walk next to people. Smile.	Smile. Shake hands or pat on back. (optional)	Face the visitor. Sit up or stand up straight. Include visitor in circle of conversation. Shake hands with visitor. (optional) Smile.	Sit or stand straight. Face the counsellor. Shake hands with counsellor. (optional)

Supplementary material on EXPRESSING APPRECIATION:

In Touch - Book 1, unit 8.

"WHAT ABOUT INVITING GUESTS TO CLASS?"

SUGGESTING A COURSE OF ACTION (INCLUDING THE SPEAKER)

1. UNITS FOR LEARNER ROLE.
2. LESSON PLAN FOR LEARNER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

LEARNER

UNIT: "WHAT ABOUT INVITING GUESTS TO CLASS?"

Function	Suggesting a Course of Action (including the speaker)
Situation	Learners suggest ways of meeting their language needs.
Objectives	* 1. Understand that learners should participate in setting course objectives. * 2. Understand that instructors appreciate and respond to suggestions. * 3. Understand that language learning is NOT something that happens only in the classroom. * 4. Use some of the vocabulary and expressions related to "needs" and "learning" situations. * 5. Describe needs for language, information and cultural orientation. "I need to be able to talk to the specialist." "I need to know how to apply for U.I.C." "I need to be able to understand Canadian social customs." * 6. Describe possible frustrations as learners in this and previous learning situations. "In my country I learned grammar but I never learned to speak English." "My husband makes fun of me when I try to speak English." * 7. Express preferences about needs, topics and types of learning activities. "I'd rather do more writing." 8. Request clarification of frustrations and preferences expressed by other learners. "Do you mean we should ...?" * 9. Ask for suggestions about needs, topics and kinds of activities. "How could we improve our listening?" * 10. Understand suggestions made about needs, topics and kinds of activities. "We could listen to the news every day." 11. Give feedback on suggestions made about needs, topics and kinds of activities. "I think writing is important, too, but ..." * 12. Make suggestions about needs, topics and kinds of activities. "I think we should ..." "We could ..." 13. Ask for feedback on suggestions made. "What do you think of that idea?" 14. Agree on some ways of meeting language needs. "Okay, then, let's..."

* Objectives covered in this lesson.

INTRODUCTION TO THE LESSON

A. Function: Suggesting a Course of Action

B. Role: Learner

C. Situation: Learners suggest ways of meeting their language needs.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand that learners should participate in setting course objectives.
2. understand that instructors appreciate and respond to suggestions.
3. understand that language learning is NOT something that happens only in the classroom.
4. use some of the vocabulary and expressions related to "needs" and "learning" situations.
5. describe needs for language, information and cultural orientation. "I need to be able to talk to the specialist." "I need to know how to apply for U.I.C." "I need to be able to understand Canadian social customs."
6. describe possible frustrations as learners in this and previous learning situations. "In my country I learned grammar but I didn't learn to speak English." "My husband makes fun of me when I try to speak English."
7. express preferences about needs, topics and types of learning experiences. "I would rather do more writing."
8. ask for suggestions about needs, topics and kinds of activities. "How can we improve our listening?"
9. understand suggestions made about needs, topics and types of learning experiences. "We could listen to the news every day."
10. make suggestions about needs, topics and types of learning experiences.

E. English Exponents: Let's + verb phrase (productive) "Let's decide together."
Shall we + verb phrase (productive) "Shall we do that now?"
We could + verb phrase (productive) "We could keep records of conversations with people."
What about + verb (ing) (productive) "What about inviting guests to class?"
We might + verb phrase (receptive) "We might interview native speakers."

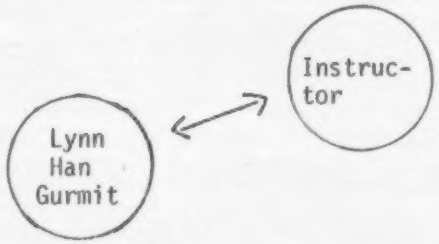
F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:

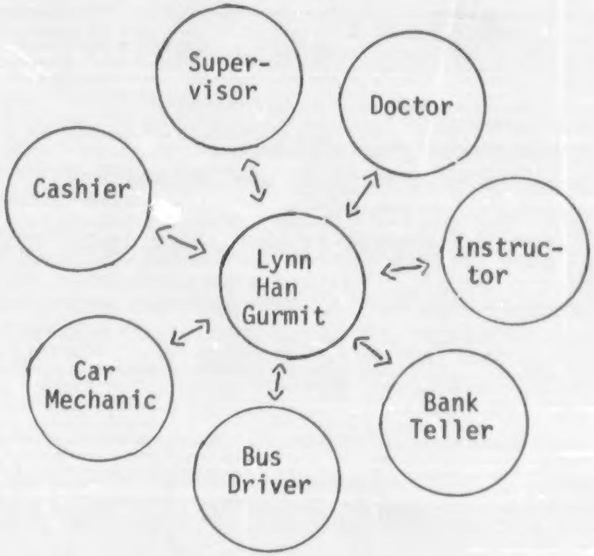
   a) be able to use some of the vocabulary, expressions and customs of interruption and interjection.
   b) know some of the concepts of language skills. e.g. listening, speaking, reading and writing.
   c) be able to use "yes/no" questions. "Did you talk to a mechanic?"

2. This lesson will be most appropriate towards the beginning of a term, but not during the first few sessions. It could be adapted to serve as a focal point to re-organize a class that does not "feel right". There are some activities here which are useful in getting learners more involved with what happens in the classroom, and to be more aware of the connection between what happens in the classroom,and what they need outside of the classroom.
3. This lesson assumes that learner participation in curriculum decisions is desirable.
4. Terms such as "objective", "goal", "skill" and "language function" are introduced to the learners in this lesson. The use of these terms will allow for dialogue between the instructor and learners about what is needed and what is being achieved. Adult learners will appreciate knowing where they are headed.
5. One of the intended outcomes of this lesson is that learners become more accepting of individualized, learner-centred and less structured learning situations. The instructor should strive to place learners in control of the interaction except where the instructor is needed for guidance or illustration of a task.
6. Supplementary material on SUGGESTING A COURSE OF ACTION:
   In Touch - Book 1, unit 9; Book 2, unit 2.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify some of the people they regularly need to communicate with in English.	Writing	1. Class Communication Network (an awareness activity): Instructor draws large circle on blackboard, big enough for all learners' names. Learners come up and write names inside circle. Instructor then draws one circle outside learner circle and writes "instructor" inside it, drawing a 2-way arrow connecting the 2 circles. The arrow indicates "communicates with". e.g. 	Blackboard and chalk or newsprint and markers.

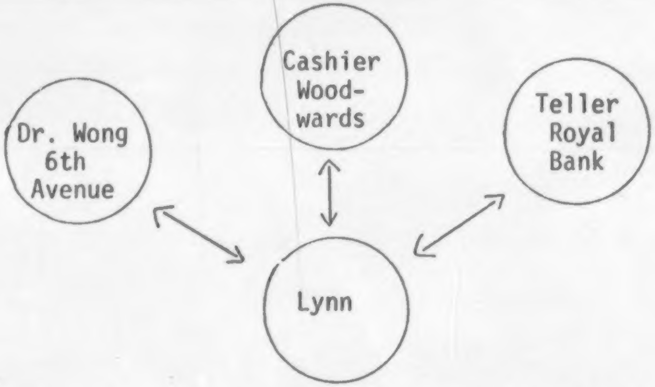
Learners take turns coming up and drawing additional circles and writing in names of types of people they have to deal with in one way or another. e.g.


Super-visor
Doctor
Cashier
Lynn
Han
Gurmit
Instructor
Car Mechanic
Bank Teller
Bus Driver

Instructor should at least point to the 2-way arrows to emphasize 2-way communication (speaking and listening) to focus on learners as initiators as well as receivers of communication.

Writing
Reading

2. Learners develop their own communication networks, adding in some details such as names of people, names and locations of places, etc. e.g.

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>

Learners should move around the room, looking at each other's drawings and adding to their own. Networks should be as detailed as possible.</td><td></td></tr>
<tr><td></td><td>Speaking
Writing</td><td>3. Interaction Activity: Learners move around the room, asking each other "yes/no" questions and filling out the exercise below. Instructor may want to go through the items with the group, helping them practise forming the questions.</td><td></td></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>EXERCISE: FIND SOMEONE WHO TALKS WITH</th><th>NAME OF PERSON</th></tr>
<tr><td>1. a car mechanic</td><td>Lynn</td></tr>
<tr><td>2. a bank teller</td><td></td></tr>
<tr><td>3. a shoe repairman</td><td></td></tr>
<tr><td>4. child's teacher</td><td></td></tr>
<tr><td>5. an eye doctor</td><td></td></tr>
<tr><td>6. a supervisor</td><td></td></tr>
<tr><td>7. a receptionist</td><td></td></tr>
<tr><td>8. a cashier</td><td></td></tr>
<tr><td>9. a neighbour</td><td></td></tr>
<tr><td>10. a carpenter</td><td></td></tr>
</table>
</td><td>Worksheet as shown.

Pictures of occupations for pre-literates.</td></tr>
</table>

PRE-LITERATES: Learners would need a pictorial list of occupations.

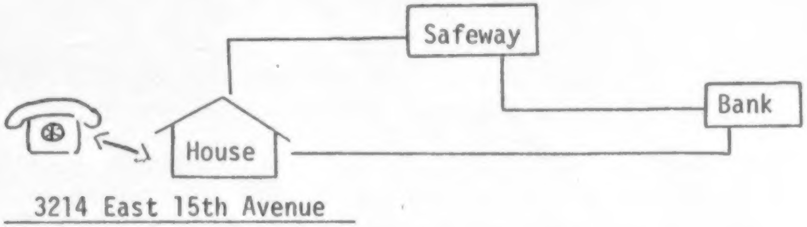
Listening
Speaking

Learners pair up with one of the people whose name is on their list and ask each other "when" and "why" questions, finding out some details about the communication situation.* Learners then share the information as a group.

4. Mapping**

Instructor demonstrates by drawing a simple map on the board, illustrating where she went the previous day, naming streets, indicating telephone calls, etc. e.g.

Blackboard and chalk or newsprint and marker.



Learners guess where instructor had to speak and listen to English; instructor circles places where she had to speak/listen to English. Same procedure could be followed for reading and writing.

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* More advanced learners could write down the information.

** Mapping exercise is taken from THEMES AND TOOLS OF ESL, available from the Ministry of Culture and Recreation, Ontario. (See Readings)

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td>Speaking</td><td>Learners (pairs, small groups or individuals) do similar mapping, (learners living in the same neighbourhood might be able to work together) indicating where they needed English. Learners describe their map, giving as much detail as they can (this exercise is useful for a multi-level group). Learners move around the room, describing and asking questions about each other's maps, comparing their activities.</td><td></td></tr>
<tr><td></td><td></td><td>5. Situational Chart:
From the collective maps, instructor draws chart on blackboard, while one learner is responsible for drawing a permanent (to be kept and added to regularly) chart on large posterboard in heavy marker. Learners fill in. e.g.</td><td>Posterboard and marker.</td></tr>
<tr><td></td><td>Speaking
Reading</td><td>
<table>
<tr><th>Child's Teacher</th><th>Shopkeeper</th><th>Pharmacist</th><th>Neighbour</th></tr>
<tr><td>Why?
parent-teacher conference</td><td>return shoes</td><td>buy prescription medicine</td><td>borrow sprinkler</td></tr>
<tr><td>Why?</td><td></td><td></td><td></td></tr>
</table>
Learners ask each other questions: "Why did you go to ... /talk to ... ?" and answer, filling in the boxes. Instructor then introduces vocabulary word, "Purpose".</td><td></td></tr>
<tr><td>Learners will be able to identify some group learning priorities.</td><td>Listening
Speaking</td><td>6. Identifying Skills
Now learners indicate on maps where they did not use English and why not, where they had trouble with English or did not understand someone, where they used sign language or an interpreter, where they avoided talking to anyone, or whatever instructor wants to bring out.
Using the situational chart, instructor elicits skills involved in one or two of the situations.</td><td></td></tr>
</table>

Child's Teacher

Why? parent/teacher conference	i.e. listened to child's teacher describe performance - asked questions, etc. spoke about child, asked questions, etc. read (referred to) report card - did not have to write anything.

Now learners go up to blackboard and write L/S/R/W beside their situations, depending on which skill they used. Instructor introduces vocabulary word, "skill", asking, "Which skills did you need here? (pointing)"

As a group, learners count the number of times a skill has been used and discuss the importance of the 4 skills and the relationships among them.

Learners go through a similar process with the situations, noting frequency, importance, problem areas, etc.

Writing

7. Identifying Topics:

Going back to the Communication Networks drawn by each learner, the group compiles a list (one learner recording on the blackboard or on an overhead) of people with whom everyone (or a majority of the group) has to deal. These people are then grouped together (instructor giving examples) as follows:

clerks
cashiers
salespeople

supervisor
co-worker
shop steward

doctors
pharmacists
school nurse

Blackboard and chalk or overhead projector.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		(Some people will, of course, fit into more than one category; for example, school nurse will also fit into a category on child's education, but the purpose of this activity is to get learners to arrive at the concept of "topics" or "content areas" as a focus for acquiring both language and information.)	
		8. Priorizing Topics:	
		Learners then work together to come up with a list of topics. Now, each learner rates the topics in order of importance. (Say there are 10 topics, learners give a number to each.) e.g.	
		HEALTH WORK (2) CHILD'S EDUCATION SHOPPING HOME MONEY (1) FOOD FRIENDS ENTERTAINMENT TRANSPORTATION	
	Writing	More advanced learners might work together to make up a questionnaire to distribute to other classes, or interview learners in other classes about their needs. An advanced learner could conduct a mapping activity with another class.	
		Learners work through the priorized lists, sharing their concerns and needs and observing the differences.	
		Learners tabulate the results and compile a list of priorized topics.	
		All of the above activities where skills, situations and topics are identified can be applied to identifying language functions as well. For example, the learner who had to participate in the parent-teacher conference can reconstruct her conversation and identify what was asked, reported, described what preferences or dissatisfactions were expressed, etc. Instructor will need to introduce the vocabulary words, "language function".	
		The above activities can also be applied to identifying reading and writing skills.	

Learners will be able to state some language objectives for themselves.

Listening

9. Identifying Objectives:

Learners listen to the following tape and indicate which topic area each item fits into.

OBJECTIVES	TOPICS
1. I want to be able to understand the notices I get from my child's teacher.	____________
2. I want to be able to find medicine in the pharmacy.	____________
3. I want to be able to ask questions during a job interview.	____________
4. I want to be able to read maps.	____________
5. I want to be able to talk to the people at work.	____________
6. I want to be able to call a plumber to come to my house.	____________
7. I want to be able to bargain when I'm buying something at a second-hand store.	____________
8. I want to be able to talk to my neighbour when we are working in our garden.	____________
9. I want to be able to make an airline reservation.	____________
10. I want to be able to follow recipes for making Canadian food.	____________

Taped list of objectives and worksheet shown.

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Writing	Instructor introduces vocabulary word, "objective". Now each learner, or pairs of learners write out at least one objective for the 10 topic areas selected by the class group as priority areas.	
		PRE-LITERATES: Learners could dictate their objectives to more advanced learners, into a tape recorder or into a language master.	Tape recorder or language master.
		A composite list of objectives is compiled and placed somewhere visibly in the classroom, if possible, or at least accessible.	Newsprint or large posterboard.
	Writing	10. Other Activities: Some other activities which help learners and the instructor to identify learning needs are: a) Each learner keeps a journal of encounters with English-speaking people, noting the name or role of the person, location, purpose, any emotion connected with the encounter, etc. The instructor could devise and make copies of a form which learners could fill out once or twice a week.	
		b) Learners keep records of: - situations for which translation was needed - situations where they had to use mime or gestures - situations which confused or upset them - encounters they avoided - telephone calls in English - received and made - telephone calls in English someone had to receive or make for them - instructions they had to read - forms they had to fill out - and anything else helpful in focussing on immediate needs	
		c) Each learner reconstructs (writes out or records) one conversation he/she had in English each week. The whole group or small groups can learn how to identify the important language functions in a conversation. Learners can keep a list of different ways they have expressed (or heard expressed) the same function.	Tape recorder. (optional) Index cards and file box for keeping list of language functions.

	Speaking Writing	e.g. A shopkeeper or clerk may offer assistance in various ways ... "May I help you?" "Hi, what can I do for you?" "Can I get something for you?" d) Every 2 or 3 weeks a small group of learners can decide the general theme that should be dealt with next (e.g. applying for an instructional driver's permit). e) During an activity around any topic, learners can do a simple "cultural difference" analysis. For example, if the topic is "Dealing with Institutions", members of the same ethnic group can put together a small report on how one deals with institutions in their country. The ethnic groups can compare procedures and customs with each other and identify the difference between these systems and the systems in Canada. This kind of activity helps everyone focus on the cultural gaps and, thus, reveals the kinds of cultural information that should be acquired along with language. f) More advanced learners could put together a newsletter to distribute to learners in other classes compiling priority information.	
Learners will be able to determine personal goals and objectives in learning English.	Writing	11. Instructor introduces concept of "goal" and "objective". Develop group and individual charts reflecting short and long-term goals related to priority topics (e.g. "What kind of job do you think you would like to have 5 or 10 years from now?" "What are your goals for your children?"). Learners can compile lists of personal goals as well as language learning goals.	Worksheet as shown. Newsprint or posterboard. Magic markers.

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th></th><th>GOALS</th><th>GOALS</th><th>GOALS</th></tr>
<tr><td>Susan</td><td>1 year</td><td>5 years</td><td>10 years</td></tr>
<tr><td>Job</td><td></td><td></td><td></td></tr>
<tr><td>House</td><td></td><td></td><td></td></tr>
<tr><td>Health</td><td></td><td></td><td></td></tr>
<tr><td>Family</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td></tr>
<tr><td>Learners will be able to suggest some kinds of learning activities to meet their language needs.</td><td>Listening
Reading</td><td>12. The group now has a collection of up to 100 different objectives. Instructor explains or gets across in one way or another that "Now we're going to talk about how we can meet these objectives".

Instructor starts off by listing a few kinds of exercises some learners are familiar with. e.g.

- fill in the blanks
- make up conversations
- listen to conversations and check off words when you hear them
- make pretend telephone calls
- role play telephone calls
- fill out worksheets, look up numbers in the yellow pages
- go out and talk to someone
- give instructions to each other
- do crossword puzzles
- match vocabulary and definitions
- change verb tense</td><td>Blackboard and chalk.</td></tr>
</table>

	Reading Speaking	Instructor should do a few and then a more advanced learner should take over until the group has as long a list as they can come up with. Now learners can do any or all of the following activities: a) Each learner circles the kind of activity (from list on board) that he likes best. The learners take turns asking each other "Which learning activity do you like best?" - giving answers and then being asked "Why?". The purpose here is to start to get at the value in a learning activity. b) Go through the same process with learners identifying the most useful activity (e.g. making something while being given instructions). c) Go through the same process with learners identifying the most difficult activity (e.g. making real telephone calls).	
Learners will be able to give some reasons why learning English is difficult.	Speaking Writing	13. Instructor initiates some general talk about the difficulty of learning English. Then assigns learners in small groups to work through the following task: a) Write 5 reasons why learning English in class is difficult. (e.g. "I don't get enough chance to practise speaking".) b) Write 5 reasons why speaking English outside of class is difficult. (e.g. "People don't understand my pronunciation.") More advanced learners should work with less advanced learners to complete their lists. PRE-LITERATES can write key words or tape their responses. Learners share their responses.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to ask for and make suggestions about making learning more effective.	Speaking	14. Final Task: Learners must hold small group discussions with each person asking for and contributing one different suggestion for making in and out of class learning more effective. Instructor elicits suggestion making language* and learners practise making and asking for suggestions in preparation for the small group discussions. More advanced learners could be given a time frame (e.g. 12 hours, and be asked to choose a topic and an objective and suggest how the 12 hours could be organized to meet the objective) identifying learning activities for both in and out of class. Examples of these suggestions might be: - "We could have one day every week outside of the classroom." - "We might try making one phone call every day." - "Let's invite some guests to come and talk to us." - "We could read more labels and signs." * See English Exponents in the introduction to this lesson.	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. FAMILY MEMBER

CONSUMER

Function	Suggesting a Course of Action (including the speaker)
Situation	A group of apartment dwellers suggests ways of cutting down food costs through cooperative efforts such as renting and working vegetable plots outside of town, buying food items in bulk and sharing them, establishing a co-op, buying sides of beef.
Objectives	1. Know generally the concept of a cooperative, how it is organized, how it works and what a member's role is. 2. Use some of the vocabulary and expressions related to food, food costs and making cooperative arrangements. 3. Describe problems relating to the costs of living, particularly food, and managing a home economy. "The cost of living goes up faster than my wages." 4. Describe problems of apartment dwellers relating to the purchase, production and storage of large amounts of food. "We need storage areas so we can buy in bulk." 5. Ask for information about efforts being made by other groups to establish cooperative projects. "How did the _______ group get going?" 6. Give information about efforts being made. "Everybody put in $_______ to buy a freezer." 7. Make suggestions about how the group might organize a cooperative project. "Maybe we could buy a plot of land." 8. Express preferences for one or more alternatives. "I think I'd prefer to go in together on buying food and staples in bulk." 9. Express agreement/disagreement with preferences expressed by other group members. "I agree with Maureen's preference for a food co-op." 10. Agree on a course of action to initiate some type of cooperative effort. "Okay, so we all agree that ..."

CITIZEN

Function	Suggesting a Course of Action (including the speaker)
Situation	A group of immigrants preparing for citizenship suggests ways of becoming more involved in local community political issues such as Sunday shopping, referendum or presentation of park land. (This could be a classroom activity as part of a citizenship class.)
Objectives	1. Understand that any resident, citizen or not, can participate in political activities. 2. Use some of the vocabulary and expressions related to political life and citizenship. (rights, responsibilities, legislation, parties, etc.) 3. Know what political parties and community groups are in the area. 4. Know how to locate community groups and political parties in the area. 5. Initiate a meeting of other immigrants preparing for citizenship. OR 6. Respond to information regarding a meeting of immigrants preparing for citizenship. 7. State the purpose of the discussion. "We want to be involved in local issues." 8. Ask questions about the options available. "What kinds of groups/organizations can we participate in?" 9. Ask for clarification of unfamiliar terms or new names. "Can you explain what _______ stands for?" 10. Give clarification of terms or names. 11. Suggest possible ways of becoming more involved in local issues. "We could have regular get togethers to talk about the community." 12. State preference for type of involvement or particular issues that are of interest. "I'd like to work for the ______ Party."

COMMUNITY MEMBER

Function	Suggesting a Course of Action (including the speaker)
Situation	Participants in community meeting discuss course of action needed to get speed bumps installed (or paving done, streets closed, or sidewalks laid).
Objectives	1. Know that people can petition for speed bumps, curbs, etc. 2. Know that these are concerns throughout the province. 3. Use some of the vocabulary and expressions of government institutions. 4. Use some of the vocabulary and expressions of neighbourhood traffic conditions. 5. Contact the correct municipal office and ask for the procedure for such a request. "What do we need to do to get speed bumps installed?" 6. Understand description of procedure given by municipal office staff. "First, you have to ..." 7. State the problem. "There is a lot of traffic. We're on the edge of town and people are speeding up to leave town or going too fast as they come into town." 8. Express advantages and disadvantages of having speed bumps in the area. 9. Ask for suggested courses of action. "What can we do?" 10. Understand proposed courses of action. "Let's put together some statistics. Then we'll form a committee and ..." 11. Ask for clarification of other people's ideas. "Could you give me an example?" 12. Suggest courses of action. "Why don't we write a report and ..." 13. Give clarification of ideas. "What I mean is ..." "The reason I said that was because ..." 14. Express agreement/disagreement with others. "I'm not sure I agree that ..." 15. Agree on course of action to have speed bumps installed. "Okay, so we're going to ..."

WORKER

Function	Suggesting a Course of Action (including the speaker)
Situation	Workers collaborate on suggesting ways of improving their work situation. e.g. safety regulations, shifts, production schedules, maintenance procedures)
Objectives	1. Know that workers have a right to express opinions. 2. Know that workers can play a role in some of the decision-making that goes on in workplace. 3. Use some of the vocabulary and expressions related to: a) working conditions (e.g. fringe benefits, schedule, hazards) b) the specific workplace (e.g. physical layout, operations performed, equipment used, safety regulations, etc.) and c) the staff and staff relationships at the specific workplace. 4. State purpose of discussion. "We are having this meeting to discuss ..." 5. Describe problems related to working conditions, the workplace and staff. "Our safety record is one of the worst in the industry." 6. Express satisfaction/dissatisfaction. "I am dissatisfied with safety regulations." 7. Express agreement/disagreement. "I agree that we should meet with ..." 8. Express preferences. "I'd rather work a 4-day week." 9. Request clarification of co-workers' opinions. "Do you mean that you don't like ...?" 10. Request clarification of union regulations regarding the issues being discussed. "What does the collective agreement say about ...?" 11. Ask for suggestions of ways of improving working conditions. "What would be the best way to go about changing ...?" 12. Ask for clarification of suggestions. "Could you give more detail?" 13. Make suggestions. "Why don't we talk to the training supervisor first?" 14. Agree on a course of action. "Okay, so we've decided to ..."

FAMILY MEMBER

Function	Suggesting a Course of Action (including the speaker)
Situation	Parent and teacher discuss child's isolation at school and suggest ways of helping child integrate.
Objectives	1. Know that parents have a right and are expected to be involved in their child's school life. 2. Know procedure for contacting teacher or responding to note from teacher regarding arranging a conference about child. 3. Use some of the language describing child's situation at school. "He is shy/feels left out/doesn't understand when you tell him to ..." 4. Express greeting and social formulae. "Hello, I'm ______, Ly's father. It's nice to meet you." 5. State purpose of conference. "I'd like to talk to you about how he's getting along." 6. Express worry about child's adjustment at school. "I'm worried about him." 7. Ask teacher for clarification of child's specific problem. "Could you tell me more about the problem he's having?" 8. Understand teacher's requests for clarification of child's behaviour. "Is he like that at home? Why does he ______?" 9. Give clarifying information about child's behaviour regarding cultural aspects. (social and family customs and relationships, expected behaviour, taboos, religious beliefs, etc.) "Well, in Portugal children ______." 10. Ask teacher for description of the kinds of participation and behaviour expected of children in Canadian schools. "How should he behave?" 11. Ask teacher for suggestions about easing the child's integration into school life. (language, participation in school activities, social behaviour, cultural adjustment, etc.) "Could you suggest how I can help him at home?" 12. Make suggestions about ways in which teacher can assist child's integration by accommodating unique cultural and language needs. "Maybe you could ask him to tell the class about our customs and holidays."

Objectives (cont'd)	16. Express appreciation. 17. Agree on a course of action to deal with child's isolation in the school setting. "So, we're going to ..."

SUMMARY OF SITUATIONS

"WHAT ABOUT INVITING GUESTS TO CLASS.": SUGGESTING A COURSE OF ACTION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A group of apartment dwellers suggests ways of cutting down food costs through co-operative efforts such as renting and working vegetable plots, buying food items in bulk and sharing them, establishing a co-op, buying sides of beef.	A group of immigrants suggests ways of becoming more involved in local community and political issues in preparation for their becoming citizens.	Participants in a community meeting discuss course of action needed to get speed bumps installed. (paving done, streets closed or sidewalks laid)	Workers collaborate on suggesting ways of improving their work situation. (e.g. safety regulations, shifts, production schedules, maintenance procedures)	Learners suggest ways of meeting their language needs.	Parent and teacher discuss child's isolation at school and suggest ways of helping child integrate.
Cultural Notes (in native language if necessary)	1) Co-operatives can be legal groups that form for a common good. Any five people can incorporate as a co-operative in B.C. 2) Everyone in the co-operative volunteers time, money and work.	1) As residents of Canada one is free to have his own political ideas, express opinions, agree or disagree with others. 2) Do not feel that you have to become a member of a political party to get in-	1) Residents can organize for change in the community. 2) There are legislated procedures and policies that must be followed. 3) Some changes are cost-shared in that the city pays 60% and	1) Some work situations have a forum for worker input. (meetings, suggestion boss, shop steward) 2) The employee should understand the roles and relationship of union, management and	1) Learners are encouraged to participate in setting course objectives. 2) Keeping a record of personal objectives and progress will help.	1) Teachers are not seen as the strong authority figures here as in some cultures. 2) Bilingual home/school counsellors may be available or ethnic social service agencies may provide support.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
		volved in local community and political issues.	home owners pay 40% through property taxes over a certain number of years. 4) If a petition is organized there is an official form available from the local Improvements Branch of Traffic Engineering. A 66% majority in one block is necessary for the petition to be considered.	worker. 3) Attending all meetings of your union/office will keep you informed and knowledgeable as to what is going on.		3) Children should not be taken to parent-teacher conferences as translators. 4) Parents are expected to work with school staff in remedying behavioural, social or academic problems of their children.
Social Register	Informal	Neutral	Neutral	Informal	Neutral	Formal
Vocabulary	Home Relationships Food Money Shopping	Politics Issues Community Relations	Traffic Accidents Safety Appearance Government (procedures, regulations) Services	Job Safety Working Conditions Relationships Money	Education Learning Activities Curriculum (content, objectives) Likes, dislikes Needs Relationships Job	Education School - subjects, relationships Feelings, behaviours Likes, dislikes Culture

Body Language	Acknowledge others' ideas with a nod.	Acknowledge others' ideas with a nod.	Gesture to make point.	Nod to acknowledge others' contribution.	Nod or shake head in agreement or disagreement.	

Supplementary material on SUGGESTING A COURSE OF ACTION:

In Touch - Book 1, unit 9; Book 2, unit 2.

"WOULD YOU PLEASE KEEP YOUR DOG FENCED IN?"

REQUESTING OTHERS TO DO SOMETHING

1. UNIT FOR COMMUNITY MEMBER ROLE.
2. LESSON PLAN FOR COMMUNITY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 23

COMMUNITY MEMBER

UNIT: "WOULD YOU PLEASE KEEP YOUR DOG FENCED IN?"

Function	Requesting Others to do Something
Situation	A person asks neighbours to keep their dog tied up when his children are going to and from school because the dog scares them.
Objectives	1. Know the by-laws concerning dogs in the area. * 2. Understand that approaching a neighbour in a pleasant manner is usually more productive than approaching with anger. * 3. Use some of the vocabulary and expressions related to children's fears, dog owner responsibility. * 4. Greet neighbour (and introduce self if not acquainted). * 5. State problem with dog. "The children are scared of your dog. He barks at them when they go past your house on their way to school." * 6. Ask them to tie up their dog during times children are going to and from school. "Would you mind tying up your dog in the mornings and between 3:00 and 4:00 in the afternoon?" * 7. Understand their response. * 8. Express appreciation.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Requesting Others to do Something

B. Role: Community Member

C. Situation: A person asks neighbours to keep their dog tied up when children are going to and from school because the dog scares them.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. understand that approaching a neighbour in a pleasant manner is usually more productive than approaching with anger.
2. use some of the vocabulary and expressions related to children's fears, dog owner responsibility.
3. greet neighbour (and introduce self if not acquainted).
4. state problem with dog. "The children are scared of your dog. He barks at them when they go past your house on their way to school."
5. ask them to tie up their dog during times children are going to and from school. "Would you mind tying up your dog in the mornings and between 3:00 and 4:00 in the afternoons?"
6. understand their response.
7. express appreciation.

E. English Exponents:
Please + VP (productive) "Please keep your dog tied up."
Would/could you (please) + VP (productive) "Would you please keep your dog fenced in?"
Would you be + so kind as to ... (receptive) do that for me?
Would you be + kind enough to ... (receptive) look after it?
Would you mind + Ving ... (receptive) "Would you mind tying him up?"
Can I have + NP + Ved (please)? (productive) "Can I have my watch fixed?"

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should have experience with stress and intonation recognition and practice.
2. Learners understand a) that it is acceptable to request others to do something but b) the request might be refused.
3. Learners understand body language, tone of voice are very important when requesting others to do something.
4. You may use situations for other roles in the language analysis for the drama exercise.
5. Role playing should be practised before being presented to the rest of the class or to another group in the class.
6. Supplementary material on REQUESTING OTHERS TO DO SOMETHING:
In Touch - Book 1, unit 2; Book 2, units 7 and 8; Book 3, unit 2.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Introduction: Learners have been doing some activities around dealing with neighbours and the problem of animals has come up during a previous lesson. Instructor reminds learners of the problems and indicates they are about to hear a tape between two neighbours about one's dog. Elicit guesses about what the problem is. e.g. barking all night, eating flowers and garden vegetables, chasing cat, etc. Learners are told to listen for: a) neighbours' names b) kind of dog c) problem with dog d) whether the two are polite or mad e) the result	
Learners will be able to identify new vocabulary and the situation.	Listening	1. Tape the following conversation. (Use two native speakers rather than the instructor. Learners are used to instructor's voice. They need other voices to develop their listening skills.)	Tape recorder and tape.
		* * * * * * *	
		A = Neighbour with children B = Neighbour with dog	
		A: Good afternoon, Mr. Wilson.	
		B: Hi, Mr. Howard.	
		A: I'd like to discuss a problem with you.	
		B: Oh, what is it?	
		A: My children are scared of dogs. When they go to school in the morning and come home in the afternoon your German shepherd barks at them and chases them. He's a big dog and it terrifies them.	
		B: Well, you know, he's very friendly, wouldn't hurt a fly.	
		A: Yes, I'm sure he wouldn't but they're too small to know that. Would you mind keeping him tied up during those times?	

B: Well, I don't like to keep him tied up.

A: Please, if you could keep him in your yard, the children wouldn't be scared and it would solve the problem.

B: Oh, okay. I don't want to have problems with my neighbours.

A: Thank you, Mr. Wilson. I really appreciate it.

B: Thanks for bringing it to my attention.

A: No problem.

* * * * * * *

Listening
Reading

2. Learners listen for the following words, putting a tick beside them as they hear each one.

Worksheet #1, as shown.

good afternoon ____
discuss ____
a problem ____
scared of dogs ____
German shepherd ____
chases ____

barks ____
friendly ____
hurt a fly ____
tied up ____
solve ____
attention ____

Discuss the meanings of the words with learners.

Listening
Reading
Writing

3. Learners will fill in the blanks.

* * * * * * *

A: ______, Mr. Wilson.

B: Hi, Mr. Howard.

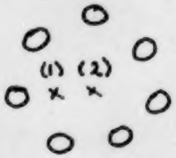
A: I'd like to ______ a problem with you.

B: Oh, ______ ______ ______?

A: My children are ______ of dogs. When they go to school in the ______ and come home in the afternoon your German shepherd ______ at them and ______ them. He's a big dog and it ______ them.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		B: Well, you know, he's very ______, wouldn't ______ ______ ______. A: Yes, I'm sure he wouldn't but ______ ______ ______ to know that. Would you mind ______ him tied up during those times? B: Well, I don't like to keep him tied ______. A: Please, if you ______ ______ him in your yard, the children wouldn't be scared and it would solve the ______. B: Oh, okay. I don't want to have problems with my ______. A: Thank you, Mr. Wilson. I really appreciate it. B: Thank you for bringing it to my attention. A: No problem. * * * * * * * 4. Correct the exercise with the class, discuss vocabulary and the situation.	
Learners will be able to recognize and practise stress and intonation patterns	Listening Speaking	5. Divide the class into 2 groups; give each group one tape recorder and one cassette of the conversation. One group will listen for Part A, the other for Part B. They will mark stress and intonation patterns for their part.* 6. Allow learners time to practise their part of the conversation following stress and intonation patterns. Role play the conversation first with groups, then with individuals from each group. Use the recorded conversation for correction. While role playing, also stress body language. (See language analysis for appropriate and inappropriate body language.) * If learners do not have experience recognizing and marking stress and intonation patterns, then some preparatory exercises will have to be added and the instructor will have to guide them through the above exercise.	2 tape recorders 2 cassettes of recorded conversation. Tape recorder and cassette of conversation.

<table>
<tr><th></th><th></th><th></th><th></th></tr>
<tr><td></td><td></td><td>Learners suggest other ways Mr. Howard could have asked Mr. Wilson to tie up the dog.
e.g. "Do you think you could ______?"<br>"Why couldn't you ..."</td><td></td></tr>
<tr><td>Learners will be able to identify some patterns requesting others to do something.</td><td>Listening
Speaking
Reading
Writing</td><td>7. Instructor asks learners how they would ask another person to do something. Elicit examples of situations from learners. Write requests on the blackboard. Discuss appropriateness of each request for each situation and give learners other frameworks for dealing with such situations.
e.g.
<table>
<tr><th>Situation</th><th>Request</th></tr>
<tr><td>1) Class</td><td>1) Please, could you (pass these out)?</td></tr>
<tr><td>2) Meal</td><td>2) Would you please (pass the potatoes)?</td></tr>
<tr><td>3) Work</td><td>3) Would you be kind enough to (close the window)?</td></tr>
<tr><td>4) Opening a bank account</td><td>4) Would you mind (signing at the bottom)?</td></tr>
<tr><td>5) Car repairs</td><td>5) Can I have (the wipers replaced), please?</td></tr>
</table>
Note:
Learners will probably come up with some impolite forms of requesting, such as:
give me ______.
I want you to ______.
Discuss with them the effects of using these forms and give them frequent practice in requesting politely.</td><td></td></tr>
<tr><td>Learners will be able to perform contact assignment and role play their situations.</td><td>Listening
Speaking</td><td>8. Preparation for Contact:
Previous experience with contact desirable. Review how to approach native speaker to ask for help.</td><td></td></tr>
</table>

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Contact: a) Each learner chooses a situation. b) Each learner makes up a short conversation around the situation. c) Each learner asks a native speaker to look over the conversation and make suggestions for improving it. d) When learners return to the classroom, they discuss their situations and comments made by the native speakers. e) Pair up learners. Each pair learns the two conversations. They practise and role play for the whole group. (Instructor and/or other learners can act as evaluators, marking on content, pronunciation and body language used in role play.)	
Learners will be able to use correct patterns of stress and intonation, and body language when requesting others to do something.	Listening Speaking	9. Drama Exercise: a) Make a circle. b) Two learners stand in the middle of the circle.  c) Instructor describes a situation. Learners role play: #1 asks #2 to do something, #2 responds. d) Other learners observe and, after the class feels at ease with the exercise, they may wish to comment on each other's effectiveness. The practice, not the evaluation, is the point of this exercise. e) Repeat this until all learners have had a chance to be #1.	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Requesting Others to do Something
Situation	A person phones the Better Business Bureau and asks for information about a company to be sent.
Objectives	1. Know that the Better Business Bureau will give you information about a company. 2. Understand that you may have to pay for information to be sent out to you. 3. Locate Better Business Bureau's phone number. 4. Use some of the vocabulary and expressions related to company operations and characteristics. 5. Respond to clerk's question. "May I help you?" "Yes, I'd like any information you have on ________." 6. Respond to request for clarification. "Any particular kind of information?" with "No, whatever you have." 7. Request information to be sent to you. "Can you send it out (or do I have to pick it up)?" 8. Respond to questions regarding name, address, postal code, type of information wanted. 9. Express appreciation.

CITIZEN

Function	Requesting Others to do Something
Situation	A person phones the police and requests a check on a child who may be being abused.
Objectives	1. Know you do not have to identify yourself. 2. Know that all cases of child abuse should be reported. 3. Know that you may be asked to give further information to police. 4. Use some of the vocabulary and expressions related to child abuse. 5. Contact the appropriate department. 6. State problem. "I think there is a child in my neighbourhood who is being abused." 7. Ask police to come out and check on the child. "Could you send someone out?" 8. Respond to questions regarding locality, reasons for suspicions, times when the child and parents may be found at home. 9. Express appreciation.

LEARNER

Function	Requesting Others to do Something
Situation	A learner asks another learner to explain the homework assignment missed because of absence.
Objectives	1. Understand that learners are responsible for finishing all homework assignments, depending on the type of class. 2. Understand that learners should ask instructor for any homework assignments missed. 3. Use some of the vocabulary and expressions related to homework. 4. Request explanation of assignment. "Would you mind showing me how to do this _______?" "Could you explain the homework assignment to me, please?" 5. Follow explanation. "You're supposed to write a description of ... " 6. Ask for clarification of explanation. "Do I have to hand it in?" 7. Restate explanation of assignment. "Okay, so I should ... " 8. Express appreciation.

WORKER

Function	Requesting Others to do Something
Situation	A worker asks another worker to switch days off to go to an appointment.
Objectives	1. Know whether company policy allows workers to make such arrangements. 2. Know that supervisors should be informed of such arrangements. 3. Understand that you are responsible for your work getting done. 4. Use some of the vocabulary and expressions related to scheduling. 5. Interrupt co-worker. "Excuse me, Tony." 6. Express reason for wanting to change work days. "I have an appointment next ______. It's very important that I be there." 7. Ask co-worker to switch days off. "Would you mind switching days off with me?" "Do you think you could ______?" 8. Respond to co-worker's clarifying questions. "Have you checked with Mr. Chan?" ("No, but I will.") 9. Ask clarification questions regarding other worker's response. "So it's okay? You don't mind?" 10. Express appreciation.

FAMILY MEMBER

Function	Requesting Others to do Something
Situation	A person asks landlord to have apartment fumigated.
Objectives	1. Know that landlords should be responsible for fumigating an apartment (arranging and paying, but many landlords will ask tenants to do the arranging). 2. Know that, unless you request it, the landlord may not know of the problem and therefore not do anything about it. 3. Use some of the vocabulary and expressions related to problems with termites, mice, etc. 4. Greet landlord. 5. State problem you are having. "Our apartment is infested with _______." 6. Request to have apartment fumigated. "Can we have the apartment fumigated?" "Could you please have the apartment fumigated?" 7. Respond to landlord's clarifying questions. "Does anyone else in the building have them?" 8. Ask for clarification of his intention to meet your request. "So are you going to call or should I?" "How does payment work?" 9. Understand responses. 10. Express disagreement (optional). "No, I'd rather you call!" 11. Express appreciation.

SUMMARY OF SITUATIONS

"WOULD YOU PLEASE KEEP YOUR DOG FENCED IN?": REQUESTING OTHERS TO DO SOMETHING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A person phones the Better Business Bureau and asks for information about a company to be sent.	A person phones the police and asks for a check on a child who may be being abused.	A person asks neighbours to keep their dog tied up when his children are going to and from school because the dog scares them.	A worker asks another worker to switch days off because of an appointment.	A learner asks another learner to explain the homework assignment missed because of absence.	A person asks landlord to have apartment fumigated.
Cultural Notes (in native language if necessary)	1) The Better Business Bureau gives you both positive and negative information about a company. 2) If you are in doubt about a company you can phone, visit or write for information.	1) If you think there is a case of child abuse you should report it to the police or human resource board. 2) You do not have to identify yourself, just identify the child's name and address if known. 3) If you are worried, you can ask the police to come out right away and check on the child. 4) Be aware that	1) By-laws concerning dogs vary from area to area. Check them first. 2) Approaching your neighbour in a friendly manner will get better results than using an angry, aggressive manner. 3) If neighbour does not follow through with your request, report it to your local police dept. or dog pound.	1) Know regulations concerning such "switching" at your place of work. 2) Let your supervisor know of switch, people involved, days and times.	1) If you are absent, find out what assignments have been given. 2) Ask instructor for assignment and explanation. 3) Other learners will know of assignment. Ask a couple of them to explain/or show you how to do assignment. 4) You may ask for an extension of due date if you were ill.	1) Know the landlord/tenant rights concerning fumigation. 2) Have some proof to support your request. 3) You may have to leave your apartment for 24 hours during the fumigation. 4) Your landlord is responsible for paying for the fumigation. 5) Before fumigation is tried, some other method may be suggested.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
		what we consider child abuse might not be considered such in another culture.				
Social Register	Neutral	Neutral/Formal	Informal	Informal	Informal	Neutral
Vocabulary	Personal I.D. and information	Places Health Family Times Police services	Family Daily routines Pets Emotions School Times Personal I.D.	Job Duties Times - scheduling	Education Assignment	Home Household pests
Body Language			1) Show, by pointing out, in a downward manner, location where dog has harassed children 2) Either shake hands or nod during leave taking.			

Supplementary material on REQUESTING OTHERS TO DO SOMETHING:

In Touch - Book 1, unit 2; Book 2, units 7 and 8; Book 3, unit 2.

"HOW ABOUT COMING OVER FOR DINNER?"

INVITING OTHERS TO DO SOMETHING

1. UNIT FOR FAMILY MEMBER ROLE.
2. LESSON PLAN FOR FAMILY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 24

FAMILY MEMBER

UNIT: "HOW ABOUT COMING OVER FOR DINNER."

Function	Inviting Others to do Something
Situation	A person understands written invitation to child to attend a friend's birthday party.
Objectives	1. Know that Canadian families often have birthday parties for their children and that these are valued social events for children. * 2. Know some of the customs related to children's birthday parties. e.g. gifts, dress, games played, whether or not an invited child can bring a brother or sister, whether or not parents are welcome. * 3. Understand some of the vocabulary and expressions related to children's birthday parties. * 4. Identify the event. (what it is, who it is for, when and where) * 5. Identify and understand details of the event. e.g. accompanying notes. "We'll be taking the children swimming." * 6. Understand acronyms, short forms, acceptance or refusal. "R.S.V.P. - regrets only." * 7. Understand instructions or requests. "bring swim suits", "no gifts over $3.00 please." * 8. Understand invitation.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Inviting Others to do Something

B. Role: Family Member

C. Situation: Person understands written invitation to child to attend a friend's birthday party.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know some of the customs related to children's birthday parties. e.g. gifts, dress, games played, whether or not an invited child can bring a brother or sister, whether or not parents are welcome.
2. understand some of the vocabulary and expressions related to children's birthday parties.
3. identify the event. (what it is, who it's for, when and where)
4. identify and understand details of the event. e.g. accompanying notes. "We'll be taking the children swimming."
5. understand acronyms, short forms, acceptance or refusal. "R.S.V.P. - regrets only."
6. understand instructions or requests. "bring swim suits", "no gifts over $3.00 please."
7. understand invitation.

E. English Exponents:
Would you like + verb to ... (productive) "Would you like to drive?"
What about + Ving ... (productive) "What about going for a walk?"
What about + a drink, a walk, etc. ... (productive) - "What about a cup of tea?"
How about + Ving ... (receptive) "How about coming over for dinner?"
How about + a drink (receptive) "How about a swim?"

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   - a) have some basic literacy skills.
   - b) know dates in all forms.
   - c) be able to produce "wh" questions.
   - d) be able to handle numbers and money (optional).
2. This unit is unique in that the communication situations are written rather than spoken, and receptive rather than productive. We have chosen to develop this unit as such to illustrate the transferability of functions and lesson activities.
3. This unit would follow one on spoken invitations - A useful activity would be to compare and contrast the formality level of written and spoken invitations.
4. Supplementary material on INVITING OTHERS TO DO SOMETHING:
   In Touch - Book 1, unit 12; Book 2, units 7 and 11; Book 3, units 4 and 11.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify and explain the event and details of it.	Reading	Introduction: 1. A learner has brought in an invitation to a birthday party received by her child at school. This may be her first exposure to commercially made invitations, to "R.S.V.P.", or even to a Canadian birthday party. Learners pass it around examining and discussing it. Instructor makes copies or overhead transparency of it. Instructor elicits information about the card and the event, writing on blackboard. e.g. What? A birthday party For whom? Timmy Wong When? ______________ Where? ______________ To whom? ______________ What kind of card is it? An invitation. Write "invitation" on board and examine its other forms. (an) invitation (to) invite invited inviting	A commercially made birthday party invitation. Blackboard and chalk.
Learners will be able to describe the event.	Speaking	2. Elicit a few sentences by asking questions or point to question words on the board and have pairs of learners make and answer those questions. e.g. What? ... "This is an invitation." Where? ... "Linda Diano received an invitation to ______." What? ... "Timmy invited Linda to ______." Who? ... "Linda was invited ______." When? ... etc. Learners can describe the event, using the language on the card.	

		e.g. The party is for ______. It is next Saturday, January 17th at (address). More advanced learners could tape sentences or put them on language master cards for basic learners to listen and practise. PRE-LITERATES could dictate information in short sentences to instructor or advanced learner who then writes it out for pre-literate reading practice. Sample card: FRONT YOU'RE INVITED! INSIDE TO A BIRTHDAY PARTY FOR ____________ WHEN ____________ WHERE ____________ GIVEN BY ____________ R.S.V.P. - Regrets only. 666-2381 We'll be going ice skating so please provide warm clothing.	Language master and cards or tape recorder and tape.
Learners will be able to explain RSVP information and special instructions or requests to parents.	Reading	3. Learners note "R.S.V.P. - Regrets only" and guess at the meaning. If no one can figure it out, one learner should find someone outside and ask. Then a more advanced learner writes "We'll be going ice-skating ..." etc. The group discusses this note identifying where it asks the parent to do something. i.e. "provide warm clothing."	

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Speaking	Learners tell about other written invitations they have received (if anyone has). 4. Possible Follow-up: Instructor asks if anyone has a question about the ice skating part. i.e. Would you like more information? What would you like to know? e.g. Where are they going skating? How will they get there? Will someone be teaching them? etc. Some Activities: 1) Form questions clarifying the event. 2) Develop and practise telephone conversation with (birthday) child's parent. a) clarifying some of the details of the party. b) calling with regrets. 3) List other notes one might expect on a child's birthday invitation. e.g. going swimming, inviting parents as well, indicating what food will be served, etc. 4) Discuss and describe games played at birthday parties. 5) Compare Canadian parties and parties in learners' countries. 6) Examine and discuss printed invitation cards for different occasions.	
Learners will be able to identify alternate ways of inviting someone to do something.	Speaking	5. Pre-contact Activity: Learners list other occasions which call for printed invitations. e.g. Weddings Open Houses Showers (baby, wedding) Christening	

<table>
<tr>
<td></td>
<td></td>
<td>Brainstorm alternative ways of expressing an invitation.
e.g. You're invited
Please come
You are cordially invited
Help us celebrate Christmas</td>
<td></td>
</tr>
<tr>
<td>Learners will be able to find and analyze a variety of printed invitation cards.</td>
<td>Writing</td>
<td>6. Contact:
Pairs of learners go out to a card or stationery shop or section of department store and do this task:

Task Card:
1) Find at least 5 different invitation cards.
2) Write down any words that invite someone. You will not always see the word "invite". Fill out this chart.
<table>
<tr><th>Occasion</th><th>Words That Invite</th></tr>
<tr><td>1) Baby Shower</td><td>You're invited.</td></tr>
<tr><td>2)</td><td></td></tr>
<tr><td>3)</td><td></td></tr>
<tr><td>4)</td><td></td></tr>
<tr><td>5)</td><td></td></tr>
</table>
Learners go out and complete contact task, come back to class and compare information, describe the cards they found and make a class chart on the board.</td>
<td>Task cards.</td>
</tr>
<tr>
<td>Learners will be able to write an invitation.</td>
<td>Writing</td>
<td>7. Possible Follow-up:
Convert the original birthday invitation into a handwritten note. Prepare by eliciting more personal ways of inviting someone.</td>
<td></td>
</tr>
</table>

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>e.g. We'd like you to come.
Could you come?
We hope you can come.
Please do come.

More advanced learners may come up with:

It would be wonderful if you ______, etc.

The group might like to invite someone to visit the class, or in to tea or lunch.</td><td></td></tr>
<tr><td>Learners will be able to identify and list "inviting" communication situations across roles.</td><td>Speaking
Writing</td><td>8. Inviting Across the Roles

If instructor has not already introduced the notion of roles (see Section 22, SUGGESTING A COURSE OF ACTION), this is a good place to do so.

<table>
<tr><th>Consumer</th><th>Citizen</th><th>Community Member</th><th>Worker</th><th>Learner</th><th>Family Member</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
Elicit one occasion for receiving an invitation for each role (see language analysis for examples). Small groups take one role each and list as many occasions for receiving written invitations as they can, compiling their lists on the board or on newsprint. Circle those invitations which the group has access to (mostly flyers and notices delivered to homes, on school or community centre bulletin boards, in classified ads). Learners are assigned to look for and bring in a selection of invitations.

9. Learners bring in any invitations they have received in their own language and try translating them and comparing ways of inviting.</td><td>Worksheet as shown.</td></tr>
</table>

Learners will be able to explain a variety of invitations across roles.

All skills

10. Once a supply of invitations has been gathered, learners, in pairs, choose one or more and do some of these tasks:

a) Identify and write out on board (format set up by instructor)

e.g.

Abbreviations/Acronyms	Words you do not know	Words that invite
B.Y.O.B.	cocktail	welcome to ...
T.G.I.F.	smorgasbord	drop in ...
childcare prov.		

Information about food/cost	Times	Sponsoring or Hosting Group

b) Learners examine invitations under Consumer role and circle references to money ("bargain", "sale") and promotional or misleading language ("Drop by for a free estimate. Absolutely no obligation."). Discuss misleading use of the term "invite" in this kind of material. e.g. a recent ad for a furniture store read, "______ invites public to witness Bizarre Practices", followed by "Shoppers are 'invited' to watch an arm chair being mercilessly beaten."

c) Groups tape oral descriptions of the invitations and exchange with another group and use as dictation. The other group takes down the information and then works back into a written invitation.

e.g.

Group 1 dictates: "The open house is at the home of Lynn and Chan Buckley, at 1234 West 6th Avenue. It starts at 7:30 and you should dress casually, etc."

Supply of invitations across roles.

Tape and tape recorder.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Group 2 writes: What? ..... open house Where? ..... Lynn and Chan Buckley's When? ..... 7:30 Dress ..... Casual d) Go through all the invitations and underline (or list) all 1) requests for assistance 2) directions for getting somewhere 3) names of "contact" people 4) attention getters (e.g. "bizarre practices", in larger lettering) 11. Follow-up Activities: a) Compose and write out invitations for each role. b) Practise extending telephone invitations. c) Survey the community weekly for invitations and attend some of the events as a group. d) Analyze and examine the effectiveness of public invitations. e) Find invitations where the invitation is implicit, e.g. "Add new zest to your life by attending ______ May 29, 30."	

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER

CONSUMER

Function	Inviting Others to do Something
Situation	Person understands written invitation to a store's grand opening.
Objectives	1. Know that such invitations are really promotional items designed to encourage people to spend money. 2. Understand some of the vocabulary and expressions commonly used in promotional invitations to attract attention and appeal to buyers. (e.g. bargain/sale/discount/free, special events for children, etc.) 3. Identify the event. 4. Understand the details of the event. (e.g. time, place, discounts available) 5. Understand directions (map or written directions) for getting to the store. 6. Understand special events (drawings, daycare, raffles, prizes, entertainment) related to the opening. 7. Identify "come on", promotional language. "free balloons for the children." 8. Understand invitation.

CITIZEN

Function	Inviting Others to do Something
Situation	Person understands written invitation to an area meeting on a local issue. e.g. transportation, Sunday shopping, land use, ecology.
Objectives	1. Know that participation in local affairs is important. 2. Know that one should not be afraid to attend public meetings. 3. Know that one will not have to speak; that merely observing is acceptable participation. 4. Understand some of the vocabulary and expressions commonly used in political announcements (e.g. "forum", "referendum") and in identifying issues. 5. Identify the event and its purpose. e.g. "Forum on Sunday Shopping." 6. Identify who is sponsoring the meeting (community centre, citizens' group, municipal political group). 7. Identify information about the event. e.g. place, time, who will speak or present briefs. 8. Identify "promotional" and editorial aspects of the invitation. e.g. "We need our rest day." 9. Understand descriptive details about the issue. 10. Understand invitation.

COMMUNITY MEMBER

Function	Inviting Others to do Something
Situation	Person understands invitation to an ethnic celebration in a community centre or library.
Objectives	1. Know that ethnic celebrations make valuable contributions to multi-culturalism. 2. Understand some of the vocabulary and expressions commonly used in general public invitations for entertainment and social events. e.g. "festival", "celebration", references to food ("buffet"), drink ("punch") and specific events ("parade"). 3. Identify the event. "Greek Day." 4. Identify who is sponsoring the event. 5. Understand information about details. e.g. time, place, location. 6. Identify the separate events included in the program. e.g. parade, dancing, games. 7. Identify language or events specific to the ethnic group. 8. Understand request (or invitation, as the case may be) to help out. "Help with daycare appreciated." 9. Understand invitation.

WORKER

Function	Inviting Others to do Something
Situation	Person understands written invitation to a retirement party for a co-worker.
Objectives	1. Know that such things as retirement parties exist, that retirement is regarded as an occasion to be celebrated and for which one is to be congratulated and given gifts. 2. Understand some of the vocabulary and expressions commonly used in written invitations. e.g. short forms/abbreviations/attention getters, acronyms and invitation and party language (pot luck). 3. Identify the event and the purpose of invitation. 4. Identify who is (a) extending the invitation (b) hosting the party (c) to be contacted. 5. Identify who the invitation is intended for (i.e. if one is being invited). 6. Understand whether attendance is voluntary or required. 7. Understand information about the party. e.g. time, place, dress, food or refreshments. 8. Understand instructions. e.g. whether everybody is supposed to bring food, make a contribution towards food or a gift, B.Y.O.B. (bring your own booze), confirm plans to attend, etc. 9. Understand requests. e.g. for volunteers to bring or cook food, decorate, clean up, provide entertainment. 10. Understand invitation.

LEARNER

Function	Inviting Others to do Something
Situation	Person understands invitation to participate in a social or recreational event at the school or campus where the class is held (e.g. a noon-hour theatre performance).
Objectives	1. Know that most institutions offer a variety of social and recreational activities to which the entire student group is often invited. 2. Know that students are encouraged to use the resources and social opportunities of the institution. 3. Understand some of the vocabulary and expressions commonly used in written notices of performances. e.g. presenting, a premiere, held over, etc. 4. Identify the event. e.g. a play. 5. Identify the details of the event. e.g. time, place, cost. 6. Identify details about the play. e.g. title, author, actors. 7. Understand descriptive information about the plot or type of play. 8. Identify sponsor and/or theatre group. 9. Understand quotes from reviewers. e.g. "solid performances" ... 10. Understand invitation.

SUMMARY OF SITUATIONS

"HOW ABOUT COMING OVER FOR DINNER?": INVITING OTHERS TO DO SOMETHING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person understands written invitation to a store's grand opening.	Person understands written invitation to an area meeting on a local issue e.g. transportation, land use.	Person understands invitation to an ethnic celebration in a community centre or library.	Person understands written invitation to a retirement party for a co-worker.	Person understands invitation to participate in a social or recreational event at the school or campus where the class is held (e.g. noon hour theatre performance).	Person understands written invitation to child to attend a friend's birthday party.
Cultural Notes (in native language if necessary)	1) "Free" usually doesn't mean "free" - a consumer should beware of offers of free gifts. 2) Openings can be a good source of discounted items if one shops carefully. 3) Beware of psychological pressures to buy.	1) Political gatherings are not to be feared. 2) Political meetings can turn out to be quite raucous. 3) Participants are free to express themselves at political meetings.	1) Ethnic celebrations are a good way of discovering customs, food and dress of other ethnic groups.	1) While it is customary to contribute towards gifts, workers are not usually expected to contribute large amounts. 2) One can ask "How much is everyone giving?" 3) One may choose to give a personal gift as well (or instead).	1) Invitations for institutional events include everyone in the school. 2) Such events may provide useful cultural insights.	1) Birthday parties are important events for children. 2) Gifts are brought to birthday child but there is an acceptable range of value. e.g. $3.00 - $10.00. 3) Parents and siblings are not necessarily included in invitations. 4) Find out what gifts are acceptable.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Social Register	Informal	Informal	Informal	Informal/Formal	Informal	Informal
Vocabulary	Money Vocabulary Shopping Vocabulary Descriptive Vocabulary for sale items Promotional Jargon ("deal")	Language related to public meetings Vocabulary related to the issue to be dealt with symposium, presentation, panel, vote	Vocabulary related to a particular nationality or culture e.g. food names Vocabulary related to kinds of events puppet show, banquet Vocabulary related to location of celebration	Vocabulary related to identifying a worker's achievements and contributions "appreciation" language to acknowledge to honour to celebrate to come to attend	Entertainment Vocabulary related to types of events	Personal I.D. Age Recreational, Entertainment or Sports terms (party, game, movie) food and drink places (directions) Invitation to invite to come to present/gift Vocabulary related to Birthday Parties
Body Language	Not relevant to written communication. The group might consider body language for these invitations if they are given verbally and in person (as opposed to over the telephone).					

Supplementary material on INVITING OTHERS TO DO SOMETHING:

In Touch - Book 1, unit 12; Book 2, units 7 and 11; Book 3, units 4 and 11.

"YOU PUT YOUR MONEY IN AND PUSH THE BUTTON."

INSTRUCTING OR DIRECTING OTHERS TO DO SOMETHING

1. UNIT FOR COMMUNITY MEMBER ROLE.
2. LESSON PLAN FOR COMMUNITY MEMBER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

COMMUNITY MEMBER

UNIT: "YOU PUT YOUR MONEY IN AND PUSH THE BUTTON."

Function	Instructing or Directing Others to do Something
Situation	Person directs another to a bus stop (or other particular point) in a commercial area.
Objectives	1. Know that directions can be given by geographical reference and/or by the use of physical markers (stores, corners, trees, etc.). * 2. Use street vocabulary - block, corner, light, sign, etc. 3. Use geographical direction giving words - north, south, etc. * 4. Use prepositions of place - near, in front of, across from, etc. * 5. Use left and right directions. * 6. Understand someone getting your attention - "Excuse me." * 7. Respond to someone getting your attention - "Yes." * 8. Understand direction asking question. "Where does the Main St. bus stop?" * 9. Give directions to the bus stop. * 10. Make sure the listener understands by having directions repeated. * 11. Make corrections or clarify where necessary.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. **Function**: Instructing or Directing Others to do Something

B. **Role**: Community Member

C. **Situation**: Person directs another to a bus stop (or other particular point) in a commercial area.

D. **Objectives**:

The following objectives are covered in this lesson.

Learners will be able to:

1. use street vocabulary - block, corner, light, sign, etc.
2. use prepositions of place - near, in front of, across from, etc.
3. use left and right directions.
4. understand someone getting your attention.
5. respond to someone getting your attention.
6. understand direction asking question. "Where does the Main St. bus stop?"
7. give directions to the bus stop.
8. make sure the listener understands by having him/her repeat the directions.

E. **English Exponents**: declarative sentences with you as subject (productive) e.g. "You put your money in and push the button."
imperative sentences (productive) e.g. "Put the ______ over there."

F. **Notes to the Instructor**:

1. In order to embark on this lesson, learners should:
   a) be able to use numbers.
   b) be able to use the block number system - if one exists in the area.
   c) be able to ask "where" questions.
2. This lesson assumes access to a commercial area. If learners do not have this, use directions in a building or in a rural area.
3. You can adapt this lesson to any level. Limit or extend the vocabulary to suit your class.
4. Map reading skills may or may not be incorporated into this lesson. They are not included here because the communicative situation suggests a direct conversation on the street without the use of a map.
5. If you include map reading, use or draw one of your area.
6. Supplementary material on INSTRUCTING OR DIRECTING OTHERS TO DO SOMETHING:
   In Touch - Book 1, unit 10; Book 2, unit 12.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify a limited number of "street vocabulary" items by name.	Listening Speaking	Street Vocabulary Choose a limited number (5 at the most) of vocabulary items to teach (a traffic light, a stop sign, the corner, a bus stop and a store). Always teach count nouns with an article.* 1. Using either separate pictures of each of these or, preferably, a large photograph of a street scene, have learners identify the ones they already know. 2. Identify the unknown items orally; learners repeat. 3. Call out each item and have learners point to the item. 4. Point to an item and have learners call out the name. (Use mixed ability groupings for this activity so that the less able learners can learn from the more able ones.) 5. Repeat 2, 3, and 4 in groups with more advanced learners ... providing vocabulary and then others take that responsibility. The same sequence can be used to develop further street vocabulary at a later time. Learners can be given choices of vocabulary they want to learn by having them choose the next 5 pictures. 6. Extra practice can be given by putting the words on language master cards.	Pictures of street items. i.e. traffic light, stop sign, etc. and/or large photo of a commercial street including these items. (Vocabulary items are more recognizable in context.) Language master.
Learners will be able to use a limited number of prepositions of place.	Listening Speaking	7. Prepositions of Place Again choose a limited number of items to be taught (at, on, beside, near, in front of). Using the known street vocabulary and a picture of these things in context, ask where each of them is. e.g. "Where is the stop sign?", to see how much they already know. * Count nouns are concrete nouns that are used with "the", "a" or "an". e.g. a store, an apple, the bus stop. They are items which can be counted.	Picture of street scene.

		a) Instructor says: "The stop sign is at the corner." b) Learners repeat. c) Instructor: "Where is the stop sign?" d) Learners: "At the corner." e) Continue with the other prepositions. *Repeat (a) - (d) in groups.*	
Learners will be able to follow instructions using prepositions.	Listening	8. A map, consisting of an intersection, can be drawn on newsprint or on a table with chalk. Use cuisenaire rods to represent a street or cut out pictures of buildings to create a model of a street. Direct learners to "put the bus stop in front of the store". In groups, learners instruct one another to place items on the map. The same sequence can be used to introduce more prepositions of place at a later time. Individuals may ask for particular prepositions as they are doing this exercise and should be given the word they want and possibly taught the questions "What does this mean?" or "What is the word for this?" (as they gesture).	Cuisenaire rods or cut out pictures of street vocabulary.
Learners will be able to ask and answer "where" questions.	Listening	9. Pre-contact: Before learners go outside the building, ask them to find out where 5 things are. e.g. a) Where is the grocery store? b) Where is the telephone booth? c) Where is the parking lot? d) Where is the brown house? e) Where is the traffic light?	
	Speaking	10. Contact: This is an observing task. In pairs, 1 person asks the question and the other answers. More advanced learners can be encouraged to come	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		back with more questions to ask each other from memory. e.g. "Where was the white Volkswagon?" Report back in class.	
Learners will be able to follow and give directions.	Listening Speaking	11. Turn Left, Turn Right, Go Straight Ahead, Stop: PRE-LITERATES as well as many literate people have difficulty with reading maps. If this seems to be a problem, avoid this exercise completely. It is not necessary for this lesson. a) Either with a masking tape grid on the floor or a grid marked out on newsprint, invite learners to tell you where to go. Mark the streets with street names they will recognize. Face the same direction they are facing to avoid confusion. b) Each learner should have a chance to be told where to go. The physical activity reinforces the learning. This activity could continue over several days. (With time, make the grid more elaborate by including known buildings, signs and other street markers.) c) Have them direct each other and follow directions. d) Observers can be asking each other in pairs, "Where is the bus stop?", etc.	Masking tape, newsprint, felt marker.
Learners will be able to follow and give directions.	Listening	12. Mystery Tour: Plan a "round trip" in which learners follow taped directions. More advanced learners compose such a tour following your model. They tape their directions to be followed by another group. e.g. Go out the front door of the school and walk straight ahead to Green Street. Turn right and walk 2 blocks to a small corner grocery store. Buy a newspaper. From the store, cross Green Street, turn right and walk to the bus stop. Which buses come here? Turn left at the next corner, etc.	1 tape recorder and 1 tape per group.

		Report back with evidence of trip.	
Learners will be able to identify the participants, their relationship and the nature of their exchange in a direction giving conversation.	Listening	13. Conversation: Have a direction giving conversation on tape or role play it yourself with one of the learners. a) First Listening - Ask learners to find out ... - where are these people? - do they know each other? How do you know? X: Excuse me sir. O: Yes? X: Where is the Main St. bus stop? O: Go straight ahead, 2 blocks. X: Straight ahead, 2 blocks? O: That's right. X: Thank you. O: You're welcome. OR (an easier version) X: Excuse me sir. O: Yes? X: Where is the bus stop? O: Over there. X: Thank you. O: You're welcome. b) Second Listening - Ask learners to find out ... - what is she looking for? - which bus stop? c) Third Listening - Ask learners to find out ... - where is the Main St. bus stop? - why does she repeat his answer?	Tape recorder.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to role play direction giving conversations.	Speaking	14. Role Play: Have each learner write out local marker (the post office, the community centre, the public school) on an index card.* Shuffle these and half the class gets a card each. That person chooses someone to ask directions of, given a common starting point like the school. Role play the conversations. Some learners may be hesitant to role play if they are aiming for perfection. The point in the role play is NOT the perfect dialogue but natural, understandable communication. Correct only if it is not understandable. Later, correction can be done as they do another dialogue on tape or language master. * You may want to have done this in advance.	Tape recorder and/or language master.

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CONSUMER

Function	Instructing or Directing Others to do Something
Situation	Person instructs a shoe repair person to repair a pair of shoes.
Objectives	1. Know that one can ask for an estimate. 2. Ask for the estimate. "How much will it be to re heel these shoes?" 3. Know that there are different qualities of repairs for different purposes. 4. State the purpose of the repair. "I want a heel that's good on cement." 5. Instruct the shoe repair person to repair the shoes. "Please put new Vibram soles on these shoes." 6. Understand pick-up date. "That'll be next Tuesday." 7. Confirm the pick-up date. "Okay, next Tuesday." 8. Know that a numbered ticket with the store name, address and telephone number should be given in exchange for the shoes. 9. Ask for such a ticket if one is not given. "I'd like a receipt for the shoes please." 10. Extend thanks. 11. Take leave. "Bye."

CITIZEN

Function	Instructing or Directing Others to do Something
Situation	Citizen instructs friend on municipal election procedure.
Objectives	1. Know the eligibility requirements of voting. 2. Ask friend about intention to vote. "How do you think you'll vote?" 3. Understand friend's confusion. "I'm not sure. I don't understand what to do." 4. Offer to explain procedure. "I'll explain it to you." 5. Instruct on procedure. "First you make sure you're registered."

WORKER

Function	Instructing or Directing Others to do Something
Situation	Worker directs new co-worker to put tools away.
Objectives	1. Know that direction and instructions can come from co-workers as well as supervisors. 2. Know your responsibilities regarding tool care and storage. 3. Know the vocabulary of the tools used on the job. 4. Understand directions that involve action: put, place, hang, lay, cover, slide, etc. 5. Give directions that involve action. 6. Understand prepositions of relative position: beside, between, in front of, on, etc. 7. Give directions that involve prepositions. "Put it here." 8. Correct instructions. "No, not there, over here." 9. Show approval. "That's right. Good."

LEARNER

Function	Instructing or Directing Others to do Something
Situation	A learner instructs a fellow learner how to use a photocopy machine.
Objectives	1. Know vocabulary related to photocopy machines. (paper length, number of copies, etc.). 2. Inquire about problem. "Are you having problems?" 3. Understand response. "Yes." 4. Offer to show fellow learner how to make photocopies. "Let me show you." 5. Instruct fellow learner how to make photocopies. "First you ______. Then you ______. And then you ______. Finally ______." 6. Ask for confirmation of understanding. "Do you understand?" 7. Watch fellow learner make photocopies. 8. Correct and clarify where necessary.

FAMILY MEMBER

Function	Instructing or Directing Others to do Something
Situation	Parent instructs child's friend to go home.
Objectives	1. Know that often children do not tell their parents where they are. 2. Question child's friend. "Do your parents know where you are?" 3. Understand response. 4. Direct child's friend to go home by: a) telling the child what you want: "I think you should go home now." b) giving a reason: "It's almost suppertime."

SUMMARY OF SITUATIONS

"YOU PUT YOUR MONEY IN AND PUSH THE BUTTON.": INSTRUCTING OR DIRECTING OTHERS TO DO SOMETHING

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person instructs a shoe repair person to repair shoes.	Person instructs friend on municipal election procedure.	Person directs another to a bus stop (or other particular point) in a commercial area.	Worker directs new co-worker to put tools away.	A learner instructs a fellow learner how to use a photocopy machine.	Parent instructs child's friend to go home.
Cultural Notes (in native language if necessary)	1) One can ask for an estimate. 2) There are different qualities of repairs for different purposes. 3) One can ask how long it will take and ask for an earlier pick-up date. 4) You pay when you pick up the shoes. 5) You should get a ticket in exchange for the article (as a receipt).	1) It is your responsibility to be informed and to vote. 2) Municipal, provincial and federal procedures may differ.	1) Every inquiry deserves a polite answer even if you do not know the answer. 2) Directions can be given by geographical reference and/or by the use of physical markers (stores, corners trees, etc.). 3) Make sure the listener has the right idea by allowing him to restate the instructions.	1) Work is generally more efficiently done if tools are kept in their places. 2) Some places of employment have one person responsible for tools, their location and maintenance.	1) Photocopy machines differ in many ways. 2) Some machines have instructions on them; some do not.	1) It is all right to tell children to go home.
Social Register	Neutral	Informal	Neutral	Formal	Informal	Informal

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Vocabulary	Kinds of Footwear Materials leather, crepe, Vibram, suede, rubber Notions fasteners, laces, zippers, buckles, cleats Repairs resew, reseam, resole, reheel	Terms Related to Voting Procedure register, identify, ballot Personal I.D.	Street Terms bus stop, corner, block, lights, signs, etc. Prepositions of Place beside, in front of, near, etc. Geographical Directions north, south, etc. Street Directions follow, go, turn, etc.	Prepositions of Place over, under, beside, on, behind, in front of, between, on the corner of, etc. Adverbs carefully, gently, quickly, slowly Verbs put, place, hang, lay, cover, slide, etc. Tools	Terms Related to Parts of Photocopy Machine knob, switch, slot, button, counter, etc.	Time Meals
Body Language	Point to the part that needs to be repaired.		Face the direction the person will go. Point to the bus stop if it is within sight or at least in that direction. Use hand gestures to describe the size or shape of something (e.g. fire hydrant) that will help the person.	Point to the tools and the places. Gesture the kind of movement necessary if appropriate (e.g. slide, roll).	Point to whatever you talk about. Mime the actions of put, push, press, turn, etc.	Look at watch or clock.

Supplementary material on INSTRUCTING OR DIRECTING OTHERS TO DO SOMETHING: In Touch - Book 1, unit 10; Book 2, unit 12.

"CAN I HELP YOU?"

OFFERING ASSISTANCE

1. LESSON PLAN FOR ALL ROLES.
2. UNITS FOR ALL ROLES.
3. SUMMARY OF SITUATIONS

SECTION 26

INTRODUCTION TO THE LESSON

A. Function: Offering Assistance

B. Role: All Roles

C. Situation: A variety of situations is covered in this lesson.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

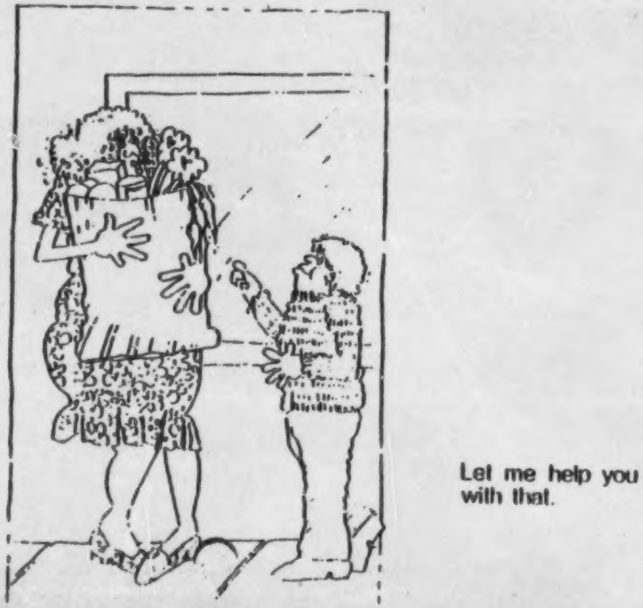
1. use some of the vocabulary and expressions related to assisting someone. (help, support)
2. offer assistance in a variety of ways.
3. offer assistance appropriate to a variety of situations.
4. respond to offers of assistance.

E. English Exponents: Can I help you? (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should know pronouns I, you and me.
2. This lesson is appropriate at all levels.
3. This lesson is appropriate at any time and will arise quite naturally out of classroom interaction.
4. Supplementary material on OFFERING ASSISTANCE:
   In Touch - Book 1, units 8 and 10; Book 2, units 8 and 10; Book 3, units 4 and 8.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to generate a list of ways of offering assistance.	Listening Speaking	1. Brainstorm a) The instructor asks the learners to suggest ways of helping someone, or indicates she needs help. (e.g. lifting or reaching something) b) The instructor asks for other situations in which people might offer help and adds further expressions to the list. (e.g. a motorist runs out of gas on the freeway, a child falls off a tricycle, an old woman is carrying two bags of groceries) c) The instructor adds some additional expressions and corrects those offered by the learners. This could be done through further brainstorming.	
Learners will be able to read simple offers of assistance.	Reading Listening Speaking	2. Literacy Practice Alternative (a) i. The expressions are put onto cards with a simple picture illustrating the offer.  Let me help you with that.	Cards.

		ii. Learners are put into pairs and practise reading the cards to each other.	
Learners will be able to identify and read simple offers of assistance.		Alternative (b) i. The expressions are recorded onto language master cards again with a picture to illustrate what is said. ii. Learners, in small groups, are given worksheets. Each worksheet has a list of expressions. These expressions are the same as those on the cards. iii. The learners play each card and (a) repeat the expressions (b) match the card to the correct expression on the worksheets.	Language master and worksheets.
Learners will be able to write simple offers of assistance.	Listening Writing	3. Writing Practice Learners are given worksheets. These worksheets contain only key letters of words of each expression. e.g. (key below) a) L-- me he-- you w--- th--. b) M-- I he-- you? c) N--- a h---? d) N--- h---? e) E--------- okay? 4. The tape is played. The tape contains the complete expression. Each expression is repeated three times. a) Let me help you with that. b) May I help you? c) Need a hand? d) Need help? e) Everything okay? 5. Learners listen to the tape and transcribe the missing letters onto the worksheet. 6. The instructor asks learners to put their answers on the board. The answers are discussed and corrected.	Worksheet. Cassette recorder.

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to offer assistance appropriate to various situations.	Listening Speaking	7. Impromptu Situations The learners are told what they will be expected to do. a) In pairs, they will be called to the front of the class. b) One of them will need help. c) The one needing help will be told a situation. e.g. "You are carrying two big bags of groceries." d) S/he will have to express difficulty in mime and words. e.g. "These are heavy." e) The partner might make an appropriate offer of assistance. e.g. "Let me help you with that." f) The class will discuss the offer and decide if it is appropriate. g) The class will offer alternatives. List of some situations: a) You ran out of gas on the freeway. b) You have too much work to do. c) You do not understand your income tax form. d) You are a new learner and do not know where the washroom is. e) You need some help cleaning leaves out of the gutters on your house. f) You are a customer looking for a present for your husband. g) You are lost. h) You are a mother who needs a babysitter because your husband just went into hospital after a car accident. i) You are a teacher carrying a set of 40 large books. j) You are a blind person trying to cross a street.	Blackboard.

Learners will be able to obtain and understand offers of assistance from English speakers.	Speaking Listening	8. Contact: a) Learners are prepared for contact work. i. They are told that they are to go outside the classroom. ii. They will express some problem to a native speaker or look as if they require some assistance. e.g. Go to a department store and look for something. Go to a take-out restaurant. Look confused at a bus stop. Tell somebody you are lost. iii. The problems are chosen. iv. They are to decide if the native speaker offered assistance or information. v. They are to remember their exchange with the native speaker and should be prepared to re-enact it in class. b) Contact (as above). c) Learners re-enact exchange with a partner upon return to class. d) The re-enactments are discussed and evaluated by the entire class.	English speakers outside of the classroom.

UNITS FOR ALL ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER
6. FAMILY MEMBER

CONSUMER

Function	Offering Assistance
Situation	Salesperson offers assistance to customer looking at appliances.
Objectives	1. Use some of the vocabulary and expressions related to major appliances, models, features. 2. Greet customer. "Good morning." "Lovely day, isn't it?" 3. Offer assistance. "May I help you?" "Anything I can show you?"

CITIZEN

Function	Offering Assistance
Situation	Person offers assistance to an agency looking after refugees.
Objectives	1. Know that a new influx of refugees is underway or about to start. 2. Know kinds of help needed. (e.g. translation, sponsorship, providing a job, providing transportation or accommodation, etc.) 3. Know which agencies or organizations provide services to refugees. 4. Use some of the vocabulary and expressions related to volunteering, social services, needs of refugees. 5. Express greetings and social formulae. 6. State purpose of visit. "I'd like to do something for the _______ refugees." 7. Understand directions. "Could you please wait a moment?" OR "Go down the hall to Mr. Khosla's office." 8. Restate purpose of visit to appropriate person. "Yes, I'd like to do something for the _______ refugees. Do you use volunteers?" 9. Understand response. "Yes, we do. Are you interested?" 10. Offer assistance. "Yes, I'd like to help." "I'd like to become involved." 11. Respond to requests for information. "I could interpret for you ..." "I'm willing to sponsor a refugee family."

COMMUNITY MEMBER

Function	Offering Assistance
Situation	Motorist offers assistance to another motorist who has run out of gas.
Objectives	1. Recognize someone is having difficulty with his automobile. 2. Use some of the vocabulary and expressions related to problems with cars. 3. Confirm that they are having trouble. "Got a problem?" "Something the matter?" 4. Understand response. "______ thing won't start." "I'm out of gas." 5. Offer assistance. "Would you like a push?" "I can give you a push." "I'll drive you to a gas station." 6. Understand response. "Well ... gosh ... thanks." "That would be great." "No, it's all right. I've phoned B.C.A.A."

WORKER

Function	Offering Assistance
Situation	Worker offers co-worker assistance with backlogged work.
Objectives	1. Recognize problem. (e.g. pile of papers on desk, key person is ill, boss just got back from holidays, machinery breakdown) 2. Confirm that a problem exists. "Everything okay here?" "How's it going Ralph?" "You look tired." "Looks like you're overloaded." 3. Understand response. "Look at all this _______ work." "Two weeks away and everything goes to _______." "I wish the sprocketer hadn't detracked." 4. Offer assistance. "Can I help?" "Let me help you." "I'll give you a hand." "Why don't we do it together? It'll be much easier."

LEARNER

Function	Offering Assistance
Situation	Learner offers new learner assistance in finding resource centres and lunch facilities.
Objectives	1. Understand interrupter. "Excuse me." "Pardon me." 2. Understand request for assistance on statement of problem. "How do I get to the library?" "Where are the washrooms?" "I'm lost." 3. Offer assistance. "Let me show you." "Come with me, I'll take you there." "I'm going that way. Why don't you come with me?"

FAMILY MEMBER

Function	Offering Assistance
Situation	Person offers assistance to public health nurse by providing health information about aged parent.
Objectives	1. Use some of the vocabulary and expressions related to health problems, health care. 2. Understand questions from public health nurse to parent. "Have you been immunized against _______?" 3. Know that parent cannot understand or answer. 4. Interrupt. "Excuse me a moment." 5. Explain problem. "He can't understand." "She doesn't speak English." 6. Offer to help. "Maybe I can help." "Can I help you?"

SUMMARY OF SITUATIONS

"CAN I HELP YOU?": OFFERING ASSISTANCE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Salesperson offers assistance to customer looking at appliances.	Person offers assistance to an agency looking after new refugees.	Motorist offers assistance to another motorist who has run out of gas.	Worker offers co-worker assistance with backlog of work.	Learner offers new learner assistance in finding resource centres and lunch facilities.	Person offers assistance to public health nurse by providing health information about aged parent.
Cultural Notes (in native language if necessary)	1) Salespeople usually introduce themselves to customers to obtain sales. They do not watch customers and wait to be approached. 2) Most people dislike pushy or arrogant salespeople. 3) People may be put off by salespeople chewing gum or wearing flashy clothes. 4) Customers expect help but are free to make inquiries with-	1) During the Indochinese refugee crisis, groups and individuals other than the government helped and sponsored refugee families. 2) Individuals can help refugees in a variety of ways. 3) Churches and agencies such as the Red Cross or UNICEF and multicultural societies are usually involved in helping refugees. 4) Non-English	1) It is common courtesy to help a fellow motorist in need and does not involve payment. 2) Gas stations require a $5 - $10 deposit on one gallon gas containers. 3) Sometimes people will request a push to the nearest station. This can be dangerous or impair traffic flow. 4) Be careful to whom you offer help.	1) Helping a co-worker is a good way of establishing a better relationship at work. 2) Help can improve the overall efficiency of the job and make your own work easier. 3) Make sure helping someone else does not interfere with your own duties. 4) Depending on the job, find out first if it is appropriate to offer help.	1) Helping a new learner will make the person feel a part of the class. This will make group work easier.	1) The information is important and should be provided. 2) Some questions might be personal but remember that the nurse is a professional and such information is confidential.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	out making a purchase. 5) People do not always trust salesmen. 6) Many people do some research before making a major purchase and may know more about the article than is apparent. 7) Salesmen usually give customers a card. 8) Salesmen should react politely to customers who are "just looking". 9) Salesmen should react promptly to customers who obviously need a saleman's help.	speaking refugees and immigrants may be exploited and paid less than the minimum wage. 5) Your help will probably be accepted on a volunteer basis.		Watch how other workers behave.		
Social Register	Neutral	Formal	Informal	Informal	Informal	Informal
Vocabulary	Appliances Their characteristics, features.	Government Volunteering Social Services Personal I.D. and information	Car problems Service Station Places	Job duties Ability Daily routines	Places Directions Invitations Food Resources - materials	Personal I.D. and information Family Health - language

		Languages Transportation				
Body Language					Pointing gestures associated with describing locations or directions.	Pointing gestures.

Supplementary material on OFFERING ASSISTANCE:

In Touch - Book 1, units 8 and 10; Book 2, units 8 and 10; Book 3, units 4 and 8.

"CAN YOU HELP ME, PLEASE?"

REQUESTING ASSISTANCE

1. UNIT FOR WORKER ROLE.
2. LESSON PLAN FOR WORKER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 27

WORKER

UNIT: "CAN YOU HELP ME, PLEASE?"

Function	Requesting Assistance
Situation	Person requests assistance in getting credentials translated and evaluated for employment or certification.
Objectives	1. Know that one's native country training and experience is not necessarily equivalent to what is required here. 2. Know that many trades or professions have associations or unions that do their own assessment of occupational qualifications. 3. Know that details of one's training and work experience will be required for the evaluation. * 4. Use some of the vocabulary and expressions related to training, certification and work experience and the trade itself. * 5. Know where to go or who to go to to ask for assistance. * 6. Identify self and express purpose. "I'm ______. I want to find out where I can get my (hairdresser) credentials translated and evaluated." * 7. Describe the situation or problem (if there is one). * 8. Request assistance. "Can you tell me where I can go?" 9. Understand questions and give information about personal background, education, training and work experience. * 10. Understand information given. * 11. Ask and understand responses to clarifying questions. "Where is it located?" "How can I get there from here?" "What else will I need to bring?" 12. Express appreciation.

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Requesting Assistance

B. Role: Worker

C. Situation: Person requests assistance in getting credentials translated and evaluated for employment or certification.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use some of the vocabulary and expressions related to training, certification and work experience and the trade itself.
2. identify where to go or who to go to to ask for assistance.
3. identify self and express purpose. "I'm _______. I want to find out where I can get my (hairdresser) credentials translated and evaluated."
4. describe the situation or problem (if there is one).
5. request assistance. "Can you tell me where I can go?"
6. understand information given.
7. ask and understand responses to clarifying questions. "Where is it located?" "How can I get there from here?" "What else will I need to bring?"

E. English Exponents: Can you help me, please? (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) have the ability to form questions.
   b) be familiar with the concept of certification and licensing (this can be done through translation).
2. This lesson is not appropriate for absolute beginners.
3. Need for credentials to be translated is assumed in this lesson.
4. Learners might be interested in following up this lesson with one on finding out about the different kinds of licensing and certification systems in B.C.
5. A lesson on having a statement notarized (as in the case of a refugee who has no proof of occupation) might be useful follow-up to this lesson.
6. Instructors may want to add more on summarizing a complicated problem or situation in relation to asking for assistance. The giving of precise information is important here.
7. More advanced learners might want to do something on written requests for assistance. i.e. - in letter or memo writing. How would a written request differ from a spoken request?

8. Supplementary material on REQUESTING ASSISTANCE:
In Touch - Book 2, unit 5.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to use key vocabulary in a dialogue.	Listening Reading Writing	1. Learners listen to the following conversation and fill in the blanks. * * * * * * * * Conversation: MC = Manpower Counsellor W = Worker MC: May I help you? W: I hope so. I would like to get a job as a nurse. I was a nurse in Hong Kong. I finished a four-year training program and worked in my field in the hospital for five years before coming to Canada. Where can I go to get my documents translated? Can you help me to get these translated and find a job in my field? MC: Well, first you have to get them translated, then send them to the Certification Board to be evaluated. When you get the results, come back and see me and we'll see if we can get you a job. W: Thank you.	Tape recorder, recorded conversation and worksheet.
Learners will be able to analyze and describe situation of conversation.	Listening Speaking Reading	2. Learners fill in worksheet and describe situation by answering Who? What? Where? 3. Ask learners to answer: What was the worker asking? Did the worker get help?	

Learners will be able to describe a need.		The following is a real example. A real example can probably be found in your own class. 4. A more advanced learner has brought her certificate for hairdresser training from her native country. She has indicated earlier that she has it but needs to have it translated and evaluated. Class passes the certificate around and class members have a look or project transparency on wall. Take a few minutes to try and identify the parts of the certificate, look for familiar words, guess at what it says - even try to translate it. The learner then dictates her problem while the instructor writes on the board. For example:	Copies of certificate or overhead transparency of certificate.
	Speaking Listening Reading	I was a hairdresser in Poland. I had 2 years of training and then I worked as a hairdresser for 3 years. I want to be a hairdresser here but I need a license. I can get a license but first I have to get my certificate translated into English. I also have to have my certificate and my experience evaluated. I don't know where to go. Learners practise describing Klara's problem, changing "I" to "she", etc. Learners circle words they do not know and class discussion illuminates meanings.	
	Listening Writing	5. Instructor dictates key words from the paragraph. (Erase from board.) a) training b) license c) certificate d) translated e) experience f) evaluated	
	Writing Reading	6. Instructor elicits key information about Klara's situation by forming questions and writing on board.	

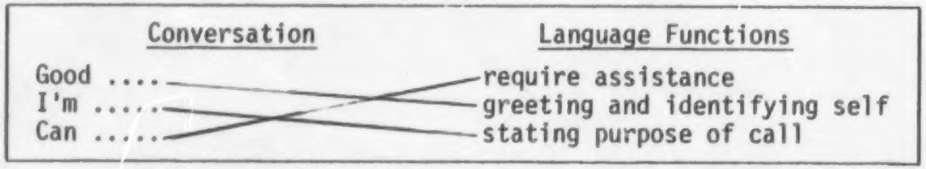
OBJECTIVES	SKILLS	PROCESS	DEVICES
		e.g. a) What is Klara's problem? (She needs to have her certificate translated and evaluated.) b) Where can Klara go to get help? - Canada Employment Centre - college counsellor - yellow pages - ethnic centre - a hairdresser school	
Learners will be able to make simple requests for assistance with a specific problem.	Speaking	7. Klara chooses one and learners suggest ways of asking. e.g. "Excuse me, I need to get my certificate ______. Could you tell me where I can go ______?" Instructor elicits other ways of stating the problem and asking for help. Learners practise alternatives. 8. Klara then chooses several of the places mentioned and goes to them, (during or after class) asking for assistance in various different ways and noting the responses. She comes back and reconstructs the conversations for the class. 9. Klara has been told (by, say, the counselling office) where to go for a translation (e.g. a multi-cultural organization) and where she should go to have her credentials evaluated (Hairdressers' Association of B.C.).	Telephone book and map.
Learners will be able to complete a telephone call requesting assistance.	Speaking Reading Writing	10. Telephoning: Klara and the class prepare for a telphone call to both places confirming that they can give her the assistance she needs. i.e. What should she say? Instructor elicits how a telephone request might differ from a person-to-person request (i.e. give more information - maybe be more polite).	

"Good morning, my name is ______.
I'm calling about having a certificate translated.
Can you help me?"

11. If instructor wishes to introduce concept of language function, at least to more advanced learners, this is a good opportunity.

e.g.

Learners match above 3 sentences as below:



Conversation	Language Functions
Good	require assistance
I'm	greeting and identifying self
Can	stating purpose of call

Same process would apply to calling Hairdressers' Association with emphasis on describing the situation and identifying the need - more detail would be required here.

Klara then carries out all the steps towards getting her hairdresser license.

Note to Instructors:

Where possible, learners going out to interviews, counselling sessions, etc. might ask permission of the interviewer to tape the conversation. The tape would be used later on for classroom analysis of a real interaction. (See Section 11, GIVING AND SEEKING PERMISSION TO DO SOMETHING.)

Learners will be able to articulate actual problems for which they have needed assistance.	Speaking Reading Writing	12. Now learners each list one occasion where they have needed help and fill in chart on board.	

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th></th><th>Problem</th></tr>
<tr><td>Mai</td><td>didn't know what to do when the toilet started overflowing</td></tr>
<tr><td>Kham Sone</td><td>couldn't find Health Unit</td></tr>
<tr><td>Pronchai</td><td>didn't understand note from child's teacher</td></tr>
<tr><td>Mao</td><td>didn't understand why supervisor was angry</td></tr>
<tr><td>Tom</td><td>couldn't fill out application form for job</td></tr>
</table>
Learners describe the problem and then add 2 columns, indicating where they were when they had the problem and who they asked for help.
<table>
<tr><th></th><th>Problem</th><th>Where</th><th>Who</th></tr>
<tr><td>Mai</td><td>didn't know what to do when the toilet started overflowing</td><td>at home</td><td>neighbour</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td><td></td></tr>
<tr><td>Learners will be able to summarize a problem and draw up a list of phrases used to request assistance.</td><td>Speaking
Writing</td><td>13. a) As a group (one learner is up at blackboard writing down conversations described) learners orally summarize the problem situation and how they asked for assistance.
e.g.
Mai - Can you help me? - the toilet is overflowing.
Kham Sone - Can you help me? - how do I get to the Health Unit?</td><td>Blackboard and chalk or news-print.</td></tr>
</table>

		b) Learners practise above requests for assistance. (You may change order.) e.g. need and request The toilet is overflowing. Can you help me?	Tape recorder. Language master.
Learners will be able to identify problems related to specific situations which might require assistance.	Speaking Writing	14. Pre-contact Task: Instructor brings in pictures indicating different places or situations, e.g. a bank, a gas station, police station, post office, bus station, car with flat tire, person trying to put something together, etc. The group describes the place or situation and suggests kinds of problems one might have in relation to that place or situation. Instructor does one or two exercises with the whole group so the learners know what to do. Then pairs get one or two pictures and a task card. TASK: Place or situation: (e.g. gas station) Problems: (e.g.) 1. a funny noise 2. a leak 3. can't read self-serve instructions 4. 5.	Pictures of places or situations where assistance might be needed.
Learners will be able to understand requests for assistance in real situations.	Listening (reading & writing the task)	15. Contact Task: Pairs of learners choose a place and go there just to observe. They must first practise stating their purpose and asking permission to observe (if necessary). Give learners cards for the task.	

OBJECTIVES	SKILLS	PROCESS	DEVICES
		Go to (learners fill in) Sit or stand near the information person, receptionist or the person behind the counter. Listen for people asking for help. If you can, write down for at least two people. 1. what kind of help they needed 2. how they asked for help PRE-LITERATES: These learners should be paired with literate learners so that the information can be recorded.	A series of task cards.
Learners will be able to request assistance in a variety of ways in the classroom.	Speaking	16. Learners come back and share experiences, adding to the list (on board or on newsprint) ways of requesting assistance. Requesting Assistance (asking for help) 1. Help! 2. Help me! 3. Can you help me? 4. I need ______. 5. Can you tell me how ... Additions: 6. Excuse me, could you help me with ... 7. Pardon me, would you mind ...	Blackboard or newsprint.
	Reading	17. Learners should identify which ones are more polite, and how the other people attracted the attention of the person they needed using such gambits as "pardon me".	

Learners will be able to unite expressions of requesting assistance.	Listening Writing	18. Pre-dictation Explanation: These sentences ask directly for help. Dictation: A more advanced learner could record the following sentences: a) I need some help. b) Could you help me? c) Could you help me out? d) I need some assistance. e) Could you assist me? f) Could you give me a hand? g) Could you do something for me? h) Could you do me a favour? i) Could you explain how to do this? j) Could you show me how to do this? Basic learners could be given the sentences with blanks to be filled in. e.g. a) I need some ______. b) ______ you help me?	
	Speaking	Learners practise the sentences, noting new words and expressions such as: "help me out", "give me a hand", "do me a favour".	
Learners will be able to make requests for assistance appropriate to specific problems.		19. Stating the Problem: Tape the following requests for help. Pairs of learners then work through each one, adding a sentence (orally or written) which identifies a problem appropriate to the request. This could be done as a dictation also. a) Could you fix it for me? b) Could you lift it for me? c) Would you call for me? d) Do you have time to show me how to put it together? e) Could you explain them to me?	Tape recorder and taped requests.

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr>
<td></td>
<td>Reading</td>
<td>
<p>Learners share their sentences and try to determine which ones make sense, are appropriate and so on.</p>
<p>They may have to correct structural and vocabulary errors for each other. Now compare answers with this matching exercise.</p>
<p>20. <u>Matching Exercise</u>:</p>
<table>
<tr><th><u>Problem</u></th><th><u>Request for Help</u></th></tr>
<tr><td>1. I don't understand the instructions that came with the stroller.</td><td>1. Could you fix it for me?</td></tr>
<tr><td>2. My typewriter is broken.</td><td>2. Could you lift it for me?</td></tr>
<tr><td>3. I don't understand these questions.</td><td>3. Would you call for me?</td></tr>
<tr><td>4. I need to call my landlord about the furnace but I don't like talking on the phone.</td><td>4. Do you have time to show me how to put it together?</td></tr>
<tr><td>5. The T.V. is too heavy.</td><td>5. Could you explain them to me?</td></tr>
</table>
</td>
<td>Worksheet.</td>
</tr>
<tr>
<td>Learners will be able to request assistance in a real situation.</td>
<td>Speaking
Listening</td>
<td>
<p>21. <u>Contact</u>: Each learner identifies something s/he needs (help with) and writes it on the board. This could be done as a brainstorming activity.</p>
<p>e.g.</p>
<p>- find a book on carpentry
- register for U.I.C.
- understand some written instructions
- fill out income tax form
- write a letter</p>
</td>
<td>Blackboard and chalk.</td>
</tr>
</table>

		- arrange home repairs - study for driver examination or choose the situations from the other roles in this unit. Learners decide where they are going to go to ask for assistance, who they will ask and how they will ask it. They go out then and do the task, come back and reconstruct the conversation, and describe the event, discuss the responses and the effectiveness of the requests. Note to Instructors: At various points in this lesson, depending on which forms of requesting assistance come up, the instructor will want to develop some grammatical activities. e.g. Could you help me with ... I need some help doing my ... Could you show me the way (how) to ... tell me explain to me, and so on.	
Learners will be able to understand requests for assistance in the context of a taped conversation.	Listening Reading Writing	22. Contact Follow-up: Instructor adapts conversation identifying requests for assistance. Learners, in pairs or small groups, listen to the taped short conversations which follow on the next page. Instructions: a) Listen to the conversations once. Make a note when you hear a request for assistance. Then note if response is positive (yes) or negative (no). b) Listen to the conversations again, reading along with your copy. (1) underline all direct requests once. (e.g. Can you help me?) (2) underline all indirect requests twice. (e.g. Do you have a minute?) (3) circle the words "help" and "assistance". (4) write "P" beside polite requests. (5) write "C" beside casual requests.	Tape recorder and taped conversations. Copies of taped conversation.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		(6) make a list of all requests for assistance. (7) make a list of the responses. (e.g. "Sure, what's the problem?", "O.K. What don't you understand?") (8) star all sentences which identify a person. (9) double star all sentences which describe a problem. and so on. Notes to Instructors: a) Not all of these tasks need be done on one day. Choose 2 or 3 at a time. b) PRE-LITERATE or beginning learners should concentrate on word or phrase identification - e.g. (a), (b), (d). * * * * * * * * Sample Conversations: (to be taped and written out) Conversation No. 1 X: Excuse me. I'm looking for a book on carpentry but I don't know how to find it in the library. Could you show me how to find things here? O: Okay. I'll be with you in a minute. Conversation No. 2 X: Good morning. My name is _______. I'm having a problem with _______ Motors. I need to find out what my rights are. O: Oh. Okay. Just a minute. I'll put you through to one of our counsellors. Y: Joan Roberts speaking. X: Yes. My name is _______. I'm having a dispute with _______ Motors over some work they did on my car. Can you tell me if what they're charging me is fair?	

Y: I'll try. Why don't you tell me what the situation is?

Conversation No. 3

X: Excuse me. How do I fill out this form?

O: I'm sorry, sir. You'll have to wait your turn.

Conversation No. 4

X: Mary, could you give me a hand with this dress? I don't understand the instructions.

O: Sure. I can try.

Conversation No. 5

X: Excuse me. I need something for indigestion. Can you suggest something?

O: Try some ______.

Conversation No. 6

X: Yes. I want to find out about vocational training. Could I make an appointment with a counsellor?

O: Okay. Are you a student here now?

X: Yes. I'm studying English.

O: Oh. Okay. How about Tuesday at 2:00?

And so on.

* * * * * * *

Learners will be able to understand written requests for assistance.	Reading	23. Additional Contact Task: Preparation: Instructor brings a notice (available on most bulletin boards, in a newspaper or in newsletters) which requests assistance. e.g. - to drive senior citizens - to contribute used items to a church thrift sale	

<table>
<tr><th>OBJECTIVES</th><th>SKILLS</th><th>PROCESS</th><th>DEVICES</th></tr>
<tr><td></td><td></td><td>
<p>Learners examine the notice, identifying sentences where:</p>
<p>a) the problem or need is described, and
b) assistance is requested</p>
<p>e.g.</p>
<p>"We would appreciate all contributions to ..." OR
"We need volunteers to drive ..."</p>
<p>Learners then go out (around the school or centre where class is held or out in the community) checking bulletin and notice boards, local newspapers, whatever, filling out a task card.</p>
<p>e.g.</p>
<p><u>Task</u>:</p>
<p><u>Instructions</u>: Find 5 notices which request assistance. Write down for each one.</p>
<table>
<tr><th></th><th>What kind of help is needed?</th><th>How does the notice ask for help?</th></tr>
<tr><td>Notice 1</td><td></td><td></td></tr>
<tr><td>Notice 2</td><td></td><td></td></tr>
<tr><td>Notice 3</td><td></td><td></td></tr>
<tr><td>Notice 4</td><td></td><td></td></tr>
<tr><td>Notice 5</td><td></td><td></td></tr>
</table>
</td><td></td></tr>
<tr><td>Learners will be able to write requests for assistance.</td><td>Writing</td><td>
<p>24. <u>Follow-up</u>: Learners could produce their notices requesting assistance.</p>
<p>e.g. - for tutors.</p>
</td><td></td></tr>
</table>

UNITS FOR THE OTHER ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Requesting Assistance
Situation	Applicant for citizenship requests assistance of a friend in studying for citizenship examination.
Objectives	1. Know that citizenship judges are more concerned with applicants knowing about Canada than with fluency but expect them to be able to make themselves understood. 2. Know generally what to expect of the exam (use some of the vocabulary and expressions related to citizenship - geography of Canada, responsibilities, rights, government). 3. Describe the situation. "Next week I am taking my citizenship examination." 4. Express need. "I took a citizenship class but I need to practise my English." 5. Express worry. "I don't think my English is good enough. I'm nervous." 6. Request assistance. "Could you help me study?" 7. Understand clarifying questions. "What would you like me to do?" 8. Give clarifying information. "I would like you to ask me the questions/correct my pronunciation/check my answers." 9. Understand questions and give information about citizenship examination procedure. "I have to go in alone. The judge will (do such and such, ask me such and such)." 10. Ask friend about availability. "Do you have time?"/preferred time and place. 11. Express agreement on a meeting time and place. 12. Express appreciation.

CONSUMER

Function	Requesting Assistance
Situation	Person requests assistance of a consumer help officer in settling a dispute with an automotive repair shop over charges for unsatisfactory work.
Objectives	1. Know that consumers have rights and that assistance to consumers exists in various forms. 2. Use some of the vocabulary and expressions related to auto repairs, quality of work performed, dissatisfaction and disagreement. 3. Identify self and purpose of call or visit. "I'm ______ and I'm calling about a problem I'm having with ______ Co." 4. Request assistance. "I'm wondering if you can help me." 5. Describe the problem. "Last Thursday ...." 6. Understand questions and give clarifying information about the situation. "No, I didn't give written permission to do that." 7. (During description) express dissatisfaction with work done or service given. 8. (During description) express disagreement with charges or over necessity of a particular repair. 9. Understand explanation of legal situation given by consumer help officer. 10. Understand recommended action suggested by officer. 11. Ask questions and understand clarifying information given re 9 and 10. 12. Express agreement to suggested course of action. 13. Express appreciation.

COMMUNITY MEMBER

Function	Requesting Assistance
Situation	Person requests assistance of librarian in locating something in the library.
Objectives	1. Interrupt and express greetings to librarian. 2. Express need/want. "I'm looking for a book on car repairs." 3. State the problem. "I don't understand how to find (this book)." 4. Request assistance. "Could you show me where (it) is?" 5. Express appreciation for librarian's intention to assist. 6. Understand explanation of procedure for using card catalogues or microfiche for getting a card, taking out books, etc. 7. Ask questions of clarification about 6. 8. Understand information given about additional library services and activities. 9. Express appreciation.

LEARNER

Function	Requesting Assistance
Situation	Person requests assistance of community college counsellor in assessing his/her personal, educational and work experiences.
Objectives	1. Know that vocational institutions have counselling services. 2. Know the role of a counsellor. 3. Know to bring documentation (where available). i.e. certificates, diplomas, transcripts, letters of reference to counselling session. 4. Use some of the vocabulary and expressions related to vocational training, personal, educational and vocational goals. 5. Identify self, express and respond to greetings and social formulae. 6. Express need or purpose. "I'm interested in vocational training." 7. Request assistance. "I want to know if I can take a course here. Can you tell me if I qualify?" (Can you help me get into the (drafting) program?) 8. Understand questions and give information about personal background. (e.g. length of residence, family information) 9. Understand questions and give information about educational background. (e.g. years of education, where, what courses) 10. Understand questions and give information about work experience re specific skills, tools, machinery s/he can use, etc. 11. Understand questions and give information about capabilities/aptitudes and interests. (e.g. "I can .../am good at ...") 12. Express long-term work goals. 13. Understand alternatives suggested. 14. Ask clarifying questions. 15. Express appreciation.

FAMILY MEMBER

Function	Requesting Assistance
Situation	Person requests assistance from various clerks in arranging for telephone, hydro and cable T.V. hook-up before moving.
Objectives	1. Know which companies are responsible for which services. 2. Locate these companies in the telephone book and on a map. (Use some of the vocabulary and expressions related to moving, utilities.) 3. Express and respond to greetings and social formulae. 4. Express need or situation. "We are moving next month. I need to arrange my telephone (hydro and cable T.V.)." 5. State the problem. "I don't know how to (do it)." 6. Request assistance. "Can you help me?" "Can you tell me how to do it?" "Can you do it for me?" 7. Ask about procedure for arranging and paying for services. 8. Understand information given. 9. Ask what information s/he will be requested to give over the phone. 10. Understand information given. 11. Understand and respond to clarifying questions. "Do you have a telephone now? Whose name do you want it in? What day are you moving?" 12. Give detailed information about the service required (dates, address, kind of phone desired, length of cable wire desired, locations of outlets). 13. Express appreciation for assistance.

SUMMARY OF SITUATIONS

"CAN YOU HELP ME, PLEASE?": REQUESTING ASSISTANCE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Person requests assistance of a consumer help officer in settling a dispute with an automotive repair shop over charges for unsatisfactory work.	Applicant for citizenship requests assistance of friend in studying for citizenship examination.	Person requests assistance of librarian in locating things in the library.	Person requests assistance in getting credentials translated and evaluated for employment or certification.	Person requests assistance of community college counsellor in assessing personal, educational and work experience for further vocational training.	Person requests assistance from various clerks arranging for telephone, hydro and cable t.v. hook-up before moving.
Cultural Notes (in native language if necessary)	1) Consumer help people are advocates rather than judges. They cannot force an action. 2) Consumer help people can give legal information about rights and obligations. 3) Consumer help services are usually free. 4) Give them all the information so they can help you.	1) Applicants for citizenship should not parrot responses. They should understand what they are saying. 2) Applicants should go to the exam with some knowledge of major current events. 3) Applicants should know about local politics and events as well	1) Most libraries have an information person on duty at all times. 2) Library services are free. 3) Many libraries now use microfiches systems. 4) People are ultimately expected to locate material on their own. 5) People must get a library	1) Certificates are not automatically accepted. 2) Equating credentials from one country to the requirements here can be a problem. Applicant should be prepared to give details of training and experience. 3) People without documents can submit a	1) An interviewee should present a positive self-image. 2) An interviewee should be prepared to give specific information about self and ask for specific information about programs offered, enrollment procedures, etc. 3) A resume should be pre-	1) Arrangements for hook-ups should be made well in advance especially for telephone. 2) "Customer Service" is usually where hook-ups are arranged. 3) Most of these hook-ups are done over the phone. 4) Be sure to arrange for cancellation of these services

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	5) Ministry of Consumer and Corporate Affairs provides help for consumers.	as national. 4) The judge will ask questions from the text provided for all new citizens. 5) Citizenship examination is oral not written.	card from the library in their municipality but it will be accepted at other branches in the same municipality and sometimes by other municipalities. 6) Observe behaviour in library; there is no loud talking, smoking or eating in a library.	notarized affidavit instead but will probably be interviewed carefully as well for certification. 4) Make copies of certification in case of loss.	sented at any interview for work or for vocational training. 4) Applicants should have documents translated and evaluated if such a service is available in the area. 5) Counsellors do not usually have the authority to admit someone to a program. 6) Interviewees should never be late. 7) See more than one counsellor if you are not confident about first one.	at old address.
Social Register	Neutral	Informal	Neutral	Neutral	Neutral	Informal
Vocabulary	Personal I.D. Shopping price expensive Services	Education to teach to learn Foreign Language Ability to speak	Places corner end side Intellectual Pursuits	Personal I.D. Foreign Language Ability to speak to understand	Personal I.D. Intended Profession or Occupation Future Career	Personal I.D. Types of Services and Utilities

	Foreign Language to understand to explain Cars parts repair terms (e.g. fix, replace) Complaint Language e.g. dissatisfied unreasonable poor service late Consumer	to understand Understanding to repeat to understand to explain Examinations pass fail test Citizenship Language court judge interview Test Content information about Canada current issues	to read to study library book Library Language card catalogue call number Alphabet	Money job to earn Examinations, Diplomas Future Career to earn income training Intended Profession or Occupation Language of Certification, Training, Experience apprenticing journeyman license	to earn income training upgrading Vocational Training Language types of courses skills trades	Charges hook-up connection installation service charge monthly equal payment plan rate
Body Language		Point to citizenship information.	Indicate understanding by nodding. Maintain 1 meter's distance when asking. Do not lean over librarian.			Indicate understanding by nodding.

Supplementary material on REQUESTING ASSISTANCE:

In Touch - Book 2, unit 5.

"HI." "HELLO." "GOOD EVENING."

GREETING PEOPLE

1. LESSON PLAN FOR ALL ROLES.
2. UNITS FOR ALL ROLES.
3. SUMMARY OF SITUATIONS.

SECTION 28

INTRODUCTION TO THE LESSON

A. Function: Greeting People

B. Role: All Roles

C. Situation: A variety of situations is covered in this lesson.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that greetings vary depending on the participants, times of year and the settings.
2. know the vocabulary of greetings - hello, what's new, etc.
3. understand that different greetings are appropriate in different situations.
4. understand "extended" greetings. "Hello. How have you been? How's your wife."
5. Greet people in a variety of situations. e.g. school, work, Christmas.
6. Use "extended" greetings.

E. English Exponents: Hi. (productive)
Hello. (productive)
Good morning/afternoon/evening (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should:
   a) be able to use simple English structures.
   b) be able to use simple vocabulary for reading task cards.
2. Body language plays a particularly important part in this language function. Role play should therefore be emphasized. Video taping, when available, would be useful.
3. Supplementary material on GREETING PEOPLE:
   In Touch - Book 1, units 1 and 3; Book 2, unit 1; Book 3, unit 1.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to define "Greetings".	Speaking	Introduction: 1. Instructor goes to class five minutes early. As the learners arrive, the instructor writes down their greeting or response to his greeting on the blackboard. The greetings are discussed when the entire class has arrived.	Blackboard and chalk.
Learners will be able to express greetings appropriate to different situations.	Reading	Guest Contact: 2. The instructor elicits ten situations from learners and writes them down on the blackboard. a) A learner arriving late for class. b) A doctor's receptionist welcoming a patient. c) A citizen greeting a police officer at the citizen's front door. d) A grocery store operator greeting an old customer. e) A person greeting a neighbour in the morning. f) A learner and his family meeting the teacher on the street. g) A worker greeting a co-worker during a coffee break. h) A person greeting the postman during the Christmas Season. i) A child welcoming home a parent after work. j) A business person being greeted by an important client. Learners could do any or all of these tasks (individually or in pairs). a) Choose appropriate greeting (from a selection of choices) for each situation, and practise them. b) Suggest greetings appropriate to each situation. c) Categorize situations according to social register. d) List greetings appropriate to different social registers.	Blackboard and chalk.
Learners will be able to understand "extended" greetings.	Listening	3. Instructor has a friend or non-instructional member of staff come to class. The instructor reads one of the situations. The guest gives an appropriate greeting for the situation. Learners compare guest's responses to the one they suggested.	Guest contact.

		4. When this has been finished, each situation is read again. The guest and the instructor perform a more involved exchange of greetings. (Up to three sentences per speaker for each example)	
Learners will be able to greet people in a variety of situations	Speaking Listening Speaking Listening Speaking	5. Learners volunteer to replace the guest in the short dialogues. The guest takes the teacher's role. The instructor reads the situations. Short dialogues are performed by the guest and learners. 6. Learners are put into pairs. They practise each of the short dialogues. For learners at earlier stages of fluency, the dialogues can be put onto tapes or language master cards. Learners can repeat these as an aid to practising the dialogues.	Language master or tape recorder.
Learners will be able to evaluate greetings.	Speaking Listening	7. The dialogues are performed in front of small groups of 4 - 6 and evaluated for correctness and appropriateness. It should also include input from the guest.	
Learners will be able to recognize appropriate greeting and provide alternative.	Reading Speaking Listening	Multiple Choice Exercise: 8. Learners are put into groups and given a set of cards. Each card has a situation on it and three greetings. A fourth space is empty. 9. The learners are to choose the answer which is most appropriate and provide an alternate greeting for the fourth space. Examples: a) A child welcoming home a parent after work. 1) Good evening, Chuck. 2) Hi, Daddy. 3) Hello, Mr. Roberts. How was your day? Alternate:____________________. b) An appliance salesman welcoming a customer. 1) Good afternoon. May I help you? 2) Hello. My name is Frank Bowers. 3) Lovely day, isn't it? Alternate:____________________.	Set of cards.

OBJECTIVES	SKILLS	PROCESS	DEVICES
		10. The class discusses the most appropriate answers. 11. Each group puts its alternates on the board. The alternates are discussed.	Blackboard and chalk.
Learners will be able to understand and respond to greetings by 1st language speakers.	Listening	Pre-contact Instructions: 12. Learners are sent out to the following places: a) A local shopping mall (pharmacy, department store, etc.). b) A local clinic. c) The public or school library. d) An insurance agency. e) A real estate agency. f) A car dealership. g) A government office (e.g. Canada Employment Centre). h) A restaurant. i) The post office. j) The school or college office. The learners are to: a) remember the initial greeting (if any). e.g. "Good morning. May I help you?" b) attempt to respond appropriately. e.g. "No thanks. Just looking." c) remember any extension of the greetings. d) be prepared to re-enact encounters with native speakers in the classroom.	Blackboard and chalk.
	Listening Speaking	Contact: 13. Learners go out to do the contact assignment.	Contact outside of the classroom with native speakers.

Learners will be able to assess what was learned from contact and evaluate their own familiarity with appropriate greetings.

Writing

Contact Follow-up:

14. Learners are given cards. They put a greeting on one side of the card and the place where it was given on the other side.

Examples:

Side #1	Side #2
1) Please take a seat.	1) Canada Employment
2) Good morning, Coffee?	2) Frankie's Bar and Grill
3) Beautiful car, eh?	3) Charles Brothers Ford
4) Good morning. May I help you?	4) Public Library
etc.	etc.

Listening
Speaking
Reading

15. The cards are collected. The learners are put into groups or pairs. From the cards the instructor chooses 15 greetings and 15 locales. These are scrambled and put into two lists on the board. The following is a small sample of the matching exercise that would be developed.

Blackboard and chalk.

1) Beautiful car, eh?	1) Frankie's Bar and Grill
2) Good morning, Coffee?	2) Canada Employment
3) Please take a seat.	3) Charles Brothers Ford
4) Good morning. May I help you?	4) The school office

16. Learners match the greetings to one or more of the locales. The class discusses the results. Learners should justify some choices.

Listening
Speaking

17. Learners are put into pairs and assigned one or more situations from earlier (during the contact) to re-enact.

The re-enactments are discussed and evaluated.

UNITS FOR ALL ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER
6. FAMILY MEMBER

CONSUMER

Function	Greeting People
Situation	Neighbourhood grocery store operator greets regular customer.
Objectives	1. Know that regular customers like to be shown some personal recognition. 2. Greet customer. "How are you today?" "Nice to see you." 3. Understand response. "Good. And you?" 4. Complete greeting. "Pretty good." 5. Make any additional comments. "I see they're paving 10th Avenue." 6. Understand response. "It's about time."

CITIZEN

Function	Greeting People
Situation	Person greets police officer investigating noise complaint.
Objectives	1. Greet police officer. "Yes?" 2. Respond to initial inquiry. "Do you live here?" ("Yes. What's the problem?") 3. Understand police officer's reasons for visit. "We've had a complaint about the noise. Can you keep it down?" 4. Respond to request. (apology, request for more information, etc.)

COMMUNITY MEMBER

Function	Greeting People
Situation	Person greets postman during the Christmas Season.
Objectives	1. Know that greetings at Christmas and New Year's are more specific than at any other time of the year. 2. Greet with seasonal greeting. "Merry Christmas." "Have a good Christmas." 3. Express appreciation for service given during the year. "Thanks for the good/friendly service." 4. Understand response.

WORKER

Function	Greeting People
Situation	Worker greets co-worker during break.
Objectives	1. Know that co-workers like to be greeted during breaks. 2. Know that greeting should include first name if possible. 3. Greet person. "Hello, Ralph. How are you today?" 4. Understand response. "Not so hot." "Pretty good." 5. Continue greeting. "Sorry to hear that." "What's the problem?" "Lovely weather." 6. Understand response. "Oh, nothing really." "Just having a bad day." 7. Continue conversation if appropriate.

LEARNER

Function	Greeting People
Situation	Person greets other learners, staff or instructors on the way to/from school or in the halls.
Objectives	1. Know that most people like to be greeted. 2. Greet the person. "Good morning." "Hi." 3. Understand response (if any). "Hi."

FAMILY MEMBER

Function	Greeting People
Situation	Learner with family greets instructor on street.
Objectives	1. Know that the use of the person's name is appropriate. 2. Greet instructor. "Hello, Adele." 3. Understand instructor's greetings. "Hello, Tomiko." 4. Complete greeting. "How are you today?" 5. Understand response. "Pretty good." 6. Introduce members of family. "This is my husband, Yuji and my sons, Saburo and Hirohito." 7. Understand teacher's difficulty in pronouncing these names. 8. Offer correct pronunciation.

SUMMARY OF SITUATIONS

"HI." "HELLO." "GOOD EVENING.": GREETING PEOPLE

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	Grocery store owner greets regular customer.	Person greets police officer investigating noise complaint.	Person greets letter carrier during the Christmas Season.	Worker greets co-worker during break.	Person greets other learners, staff or instructor on the way to/from school or in the halls.	Learner with family greets teacher on street.
Cultural Notes (in native language if necessary)	1) Regular customers like to be greeted. They like to feel part of the community. 2) Sometimes these customers will know members of your family and may ask about them or their activities. 3) The most frequent topics to make remarks about when greeting people are: a) the weather b) sports	1) There are noise by-laws in different neighbourhoods. 2) The police will give you a warning only and not lay charges for the first complaint. 3) Do not greet the officers aggressively.	1) Greetings at Christmas time and New Year's are different from other times of the year. It is appropriate at this time of year to extend greetings to people you might not otherwise greet. e.g. letter carriers, milkmen, garbage men, paperboy, flyer delivery men, etc. 3) Sometimes these people receive tips at this time of year, but these	1) Greetings are always in order and give the workplace a better ambience. 2) A greeting can be an opening for an opportunity to make friends. 3) People like to hear their first name. 4) Greetings are often followed by other remarks e.g. "How are things on your floor?" 5) An invitation to join you is a good follow-up.	1) People like to be greeted. 2) The greeting need not be a conversation but simply hello, hi, a smile or a nod.	1) Greetings are always appropriate and include introductions of all members of family. 2) Canadians will often have difficulties pronouncing foreign names and should be helped.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	c) neighbourhood news d) world news e) some on-going joke or concern.		are not mandatory. 4) Greetings at this time of year convey joy or goodwill.	6) Walking by a co-worker without extending some form of greeting may be taken as being rude and unfriendly.		
Social Register	Informal	Formal	Informal	Informal	Informal	Neutral
Vocabulary	Personal I.D. Weather Shopping - food	Personal I.D. and information Home	Holidays Postal service Family	Job Food - drink Weather	Education Weather Family	Family Weather
Body Language	Waving gesture.	Waving gesture.	Waving gesture.	Waving gesture.	Waving gesture.	Gesture with hand toward person being introduced. Waving gesture.

Supplementary material on GREETING PEOPLE:

In Touch - Book 1, units 1 and 3; book 2, unit 1; Book 3, unit 1.

"I'LL SEE YOU TOMORROW."

TAKING LEAVE

1. LESSON PLAN FOR ALL ROLES.
2. UNITS FOR ALL ROLES.
3. SUMMARY OF SITUATIONS.

SECTION 29

INTRODUCTION TO THE LESSON

A. Function: Taking Leave

B. Role: All Roles

C. Situation: A variety of situations is covered in this lesson.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. know that leave taking expressions vary depending on the participants and the settings.
2. know the vocabulary of leave taking - good-bye, see you later, etc.
3. know that in some situations a reason for leaving is expected. "I really must go. I have to pick up the kids."
4. know that often a leave taking includes mention of the future but that this is not necessarily a promise. "See you tomorrow." "We'll have to get together again."
5. initiate leave taking. "Well, I'd better go now."
6. understand and respond to response. "Okay, I'll see you later."
7. conclude leave taking. "Bye."

E. English Exponents:
Good-bye (productive)
Good night (productive)
I'll see you tomorrow/next week, etc. (productive)
Bye-bye (receptive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners should :
   - a) be able to use "wh" questions. "What did he say?" "Where was he?"
   - b) be able to use simple past tense.
2. Help learners tune in to the leave taking utterances used in their personal experiences by encouraging them to "collect" the utterances they hear over a period of time. Have them list the ones they know and add to the list as they hear more. They should note the age of the participants and social register of the situation in order to learn what expressions are appropriate with whom and when.
3. Learners need to be aware that some people say they will phone you, see you soon, get together soon, etc. as part of leave taking but this is more a statement to ease departure rather than an intention. They often do not actually ever do any of these things.
4. Supplementary material on TAKING LEAVE:
   In Touch - Book 2, unit 1.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to recall one leave taking expression.	Listening	1. Ask staff member to come into the classroom to make an announcement or inquiry and coach him ahead of time to say something when taking leave. After he has gone, have learners recall what the visitor said when taking leave. e.g. "Thanks for your time, John."	
Learners will be able to recognize a variety of leave taking expressions for one situation.	Speaking	2. Ask learners to recall what they usually say when taking leave e.g. each day at the end of class. Record expressions on the board.* Brainstorm for more. * Record expressions on language master cards for pre-literate learners.	Blackboard and chalk. Language master and cards.
Learners will be able to recognize a variety of leave taking exchanges in different situations.	Listening Speaking	3. Involve a friend or non-teaching member of the staff in a series of mini role plays involving leave taking in a variety of settings.* e.g. two workers, neighbours, 2 old friends on the street, man leaving church, woman at the bank, friends leaving a party, customer leaving pushy salesman, young woman and aggressive male stranger, child and parent, mother leaving daughter at airport, plus telephone examples. * The same thing could be done on tape. For each role play: a) Instructor identifies the two people and the situation. e.g. Two people at work. b) Learners see and hear role play. #1 - "Look, I've got to finish this. Tell me about it later." #2 - "Oh, sorry. Got to go. My phone's ringing."	Tape recorder. Taped conversation.

OBJECTIVES	SKILLS	PROCESS	DEVICES
	Listening Speaking	5. Contact Follow-up: Learners in groups discuss findings.	
Learners will be able to use the appropriate leave taking expressions.	Reading Speaking	6. Pair Activity: One learner of each pair has the following sheet and reads out the situations. The partner responds with the appropriate leave taking expression. They switch roles half way through. a) You are talking to a neighbour. Your telephone rings. b) You are talking to a car salesman. You want to leave. c) A person gave you directions. What do you say when leaving? d) You are having coffee with a friend. You remember you have an appointment. e) You have taken a friend to the airport. What do you say when leaving? f) You cashed a cheque at the bank. What do you say when leaving? g) A person selling encyclopaedias comes to the door. You are not interested. h) You say good-bye to your doctor. i) You telephone Information to get a number. j) You telephoned your old teacher just to talk. PRE-LITERATES: The same thing could be on tape for pre-literates.	Worksheet as shown or tape.

		c) Learners are asked to identify why the person left. e.g Co-worker was talking too much. Person wanted to finish job.	
		d) Learners are taught the concept of "excuse".	
		e) They decide whether or not an excuse was made and, if so, what it was. e.g "Look, I've got to finish this."	
		f) Learners discuss the mood of the leave taker (friendly, unfriendly, patient, angry, etc.).	
		g) Learners identify leave taking remark. e.g "Tell me about it later."	
		Instructors may find it necessary to repeat dialogue several times in order to go through all steps above.	
	Speaking	h) Instructor has students enact similar situations. e.g. You two are workers. One talks too much. The other wants to get back to work.	
Learners will be able to recognize additional leave taking exchanges in real situations.	Listening	4. Pre-contact and Contact: Tell learners they will be asked to go out of the classroom to observe people and listen for excuses and leave taking. They are instructed to do the following:	
		a) At a shopping mall, they listen to: i. Customer taking leave in a bank. ii. Customer taking leave from a salesperson. iii. Friends after an accidental meeting, taking leave. iv. Customer taking leave from cashier in supermarket.	Card or work-sheet with instructions for contact.
	Writing	b) They record excuses and leave taking formulae.	Small notebook or paper and pen.
	Speaking	c) They ask for directions back to their school, take leave and note response.	
		d) They should prepare to re-enact one of the observed leave taking situations on return to class.	

UNITS FOR ALL ROLES

1. CONSUMER
2. CITIZEN
3. COMMUNITY MEMBER
4. WORKER
5. LEARNER
6. FAMILY MEMBER

CONSUMER

Function	Taking Leave
Situation	While going through an "Open House" a person disengages from conversation with a real estate person.
Objectives	1. Know the concept of "Open House". 2. Know that there is no obligation of any sort involved. 3. Use some of the vocabulary and expressions related to looking for a home. 4. Understand attempt to solicit business by agent. "Are you looking to buy/sell a house?" 5. Offer excuse for not entering into a business discussion. "I'm not in a position to buy anything at this time." 6. Understand rebuttle. "Oh, don't underestimate yourself." 7. Respond to rebuttle. "I'm just not ready to buy a house." 8. Offer explanation that you are looking. "I'm just looking, thanks." 9. Understand attempt to establish a business connection. "If you change your mind, here's my card." 10. Know that any response longer than "thank you" may lead to continued conversation. 11. Express gratitude. "Thanks." 12. Take leave. "Bye now."

CITIZEN

Function	Taking Leave
Situation	Person who does not wish to converse with door-to-door political canvasser takes leave.
Objectives	1. Know that people will knock on your door and canvass for political parties, social causes. 2. Use some of the vocabulary and expressions related to politics. 3. Understand introductory statement of the canvasser. "Hi, I'm John Lamar from the ________." 4. Know that you do not have to say what party you support. e.g. Express disinterest. "I'm not interested." Express intent to vote for that party and make excuse. "I'm going to vote for them but, excuse me, I'm busy now." Express intent not to vote for that party. "I am sorry. I'm going to vote for another party." 5. Take leave. e.g. "Now excuse me." "Good-bye." "Thanks for coming by." "Good luck to you anyway."

COMMUNITY MEMBER

Function	Taking Leave
Situation	A person given directions expresses thanks and takes leave.
Objectives	1. Repeat directions as given. "Okay, so I go north on ______?" 2. Express thanks. "Thanks so much. That's really helpful." 3. Take leave.

WORKER

Function	Taking Leave
Situation	A person terminates conversation on the job with talkative co-worker in order to return to his job.
Objectives	1. Know time and length of coffee and lunch breaks. 2. Know the difference between essential and non-essential conversation while working. "Could you tell me where I can find Mr. Roberts? I need to _______." "How did you make out at the race track last night?" 3. Know the period of time and situations that are generally accepted for non-essential conversation while working. 4. Display discomfort through body language. "Turn eyes towards supervisor or clock." 5. Use some of the vocabulary and expressions related to job duties. 6. State need to terminate conversation. "Look, I've really got to return to my desk." 7. Take leave. "I'll see you later. Let's talk some more at coffee time."

LEARNER

Function	Taking Leave
Situation	A person in conversation with instructor wishes to go but expresses desire to continue conversation at a later date.
Objectives	1. Know that the learner has the social right to terminate a conversation with the instructor. 2. Know that a reason for terminating conversation may be provided if desired. 3. State reason for terminating conversation. "I really have to catch the bus." 4. State interest in conversation. "This has been very interesting." 5. State desire to continue the conversation at a later date. "I hope we can talk about this again." 6. Understand response. "Sure, any time." 7. Understand proposed time for continued discussion. "How about coffee time tomorrow?" 8. Express agreement. "Okay." 9. Take leave. "See you tomorrow."

FAMILY MEMBER

Function	Taking Leave
Situation	A person talking to neighbour takes leave to take care of urgent matter. e.g. Answer telephone.
Objectives	1. Recognize interruption. 2. State nature of interruption. "Oh, that's my phone." "Oh, Tommy's fallen." 3. State intention. "I've got to go." * 4. Apologize. "I'm sorry." 5. Take leave. "I'll see you later." (The conversation is finished.) "I'll be right back." (The listener should wait.)

* Optional

SUMMARY OF SITUATIONS

"I'LL SEE YOU TOMORROW.": TAKING LEAVE

	CONSUMER	CITIZEN	COMMUNITY MEMBER	WORKER	LEARNER	FAMILY MEMBER
Situation	While going through an "Open House" a person disengages from conversation with real estate agent.	Person who does not wish to converse with door-to-door political campaign canvasser takes leave.	Person given directions expresses thanks and takes leave.	Person terminates conversation on the job with talkative co-worker in order to get back to job.	Person in conversation with instructor wishes to go but expresses desire to continue conversation at a later date.	Person talking to neighbour takes leave to take care of urgent matter. telephone ringing
Cultural Notes (in native language if necessary)	1) Open House: A private home is held open for public inspection in an attempt to sell it 2) Open Houses are usually hosted by real estate agents. Owners are not in attendance. 3) Conversational exchange with the agent is part of attending an "Open House". 4) You can look everywhere, but respect personal property of the	1) One's personal political beliefs are private. 2) Canvassers are well meaning volunteers who hold sincere beliefs and should not be confused with high pressure sales people. 3) A display of temper or hostility is inappropriate. 4) Acceptance of the right to hold opposing political views is ideal.	1) It is a good idea to repeat information to confirm it. 2) Ask more than one person if you are not confident about first directions.	1) Set times are established for breaks and should be respected. 2) Some work situations allow for conversation while person is working. 3) Work takes precedence over non-essential conversation between employees. 4) Supervisory staff sometime enjoy being part of non-essential conversation. 5) Non-essential conversation in-	1) It is appropriate for learners to talk informally with instructors. 2) It is appropriate for the learner to terminate conversation rather than wait for dismissal. 3) It is polite to state reason for terminating conversation. 4) Continuation of unfinished conversation is acceptable, acknowledging to other that the	1) Apologizing is optional because situation is obvious; an "excuse is acceptable".

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	inhabitants. e.g. "Don't touch figurines on mantlepiece." 5) Frank discussion of the house is appropriate with real estate agent. 6) Agent may try to secure your present house as a listing as well as sell you this house. 7) Some agents may employ high pressure tactics e.g. "Can I get your name and number?" 8) Some agents may be abrupt when they realize you are not a buyer. 9) It is polite to take the agent's card if offered.	5) Some people just slam the door. This is not acceptable.		cludes kidding and joking. This should not be perceived as threatening but is usually an effort to provide levity. 6) Some people just like the sound of their own voice and are best ignored.	conversation is being resumed.	
Social Register	Neutral	Neutral	Neutral	Informal	Formal/Neutral	Informal

Vocabulary	Likes & Dislikes House & Home Money	Politics Candidates & issues	Directions Places	Job duties	Daily routines (to be busy)	Accident/injury/emergency Family Medical services
Body Language	Back away as you close conversation. Waving gesture.	One hand on the door, the other on the door frame, pull away from door.	Nod and wave as you thank person. Back away as you take leave.	Raise hand as to indicate "enough" or "stop".		Throwing up of hands, lifting of eyes. Waving gestures.

Supplementary material on TAKING LEAVE:

In Touch - Book 2, unit 1.

"EXCUSE ME.", "PARDON ME."

ATTRACTING ATTENTION

1. UNIT FOR CONSUMER ROLE.
2. LESSON PLAN FOR CONSUMER ROLE.
3. UNITS FOR OTHER ROLES.
4. SUMMARY OF SITUATIONS.

SECTION 30

CONSUMER

UNIT: "EXCUSE ME.", "PARDON ME."

Function	Attracting Attention
Situation	A customer in a restaurant tries to attract the attention of the waiter to get his bill.
Objectives	1. Know that in some restaurants you have to ask for the bill. * 2. Use appropriate attention getting gestures. * 3. Recognize need to switch to language to attract attention. * 4. Use appropriate language to attract attention. "Excuse me." "Pardon me." * 5. Tell waiter what you want. "Would you mind bringing my bill?" "Could you bring my bill now, please?"

* Objectives covered in the lesson.

INTRODUCTION TO THE LESSON

A. Function: Attracting Attention

B. Role: Consumer

C. Situation: A customer in a restaurant tries to attract the attention of the waiter so he can get his bill.

D. Objectives:

The following objectives are covered in this lesson.

Learners will be able to:

1. use appropriate attention getting gestures.
2. recognize need to switch to language to attract attention.
3. use appropraite language to attract attention. "Excuse me." "Pardon me."
4. tell waiter what you want. "Would you mind bringing my bill?" "Could you bring my bill now, please?"

E. English Exponents: Excuse me ... (productive)
Pardon me ... (productive)

F. Notes to the Instructor:

1. In order to embark on this lesson, learners need to be able to handle the language needed for the preceding events in a restaurant, i.e. ordering food.
2. This lesson assumes learners go to restaurants. Find out first and decide if another role should be used to introduce this function.
3. The importance of body language cannot be stressed enough. Learners should be given as much opportunity as possible to observe native English speaking Canadians in this situation and to practise the body language in simulated (e.g. role play) and real (e.g. contact) situations.
4. Supplementary material on ATTRACTING ATTENTION:
   In Touch - Book 1, units 4 and 6; Book 2, units 5 and 12; Book 3, units 2 and 4.

SAMPLE LESSON

OBJECTIVES	SKILLS	PROCESS	DEVICES
Learners will be able to identify and use the gestures and language appropriate to attracting attention in a restaurant.	Listening	Because the language involved is not complicated, it is better if learners are the ones to "discover" it. 1. Contact: The learners are asked to visit, in pairs, restaurants in the area (not cafeteria types) and watch the customers. Learners may already be familiar with the "ordering" part, but now they are asked to observe what comes after - waiting for the bill. They will write down the language that is used in individual cases as well as notes on the facial and body gestures customers use.	
	Listening Speaking	2. Learners return to the class and, in pairs, illustrate on the blackboard what went on in the restaurants.	
	Reading	3. At the same time, one of the learners writes the individual bits of language and gestures used.	
	Listening Speaking	4. Learners comment on differences in attention getting techniques and the instructor clarifies for the learners appropriate and inappropriate techniques in the restaurant situation. e.g. Snapping one's fingers or whistling are inappropriate.	
	Listening Speaking	5. Learners switch pairs and practise other attention getting techniques. Instructor goes from group to group to encourage learners to comment (politely and constructively) on how well others have mastered the behaviour. Learners should be encouraged to be "mirrors" for each other so they can learn to be skillful at such behaviours.	
Learners will be able to identify and use the gestures and language appropriate to other situations.	Listening	6. To show the learners that appropriate attention getting techniques are often situation-specific, the instructor sends the learners out in pairs on other observational contact assignments. These situations may be the other communicative situations in this unit. e.g. Observe goings-on at citizenship office. Watch someone who notices that someone else has forgotten or dropped something. (This can be rigged.)	
	Listening Speaking	7. Learners return to class and demonstrate what they have observed.	

Reading	8.	A learner writes on blackboard all language or gestures involved in these situations.
Listening Speaking Reading	9.	Learners discuss differences and/or similarities in techniques for getting attention (from restaurant and other situations). Then discuss the appropriate and inappropriate techniques for similar situations in their own language and culture.
Listening Speaking Reading	10.	The learners, working in groups, try to compile a list of situations where attention getting techniques would be necessary (usually relying on their own experiences).
Listening Speaking	11.	After some pre-contact preparation, visitors are invited to the class. (These should be friends of the instructor or other instructors.) The learners form small groups (3 - 4) and discuss appropriate ways of attracting attention for each of the situations they identified in #10, above. Groups could get together to compare notes. Groups should be encouraged to use as much non-verbal behaviour as possible.
Listening	12.	Final Contact: Learners practise attention attracting techniques in a number of the different situations they have identified. They return to the class and discuss their experiences.

UNITS FOR THE OTHER ROLES

1. CITIZEN
2. COMMUNITY MEMBER
3. WORKER
4. LEARNER
5. FAMILY MEMBER

CITIZEN

Function	Attracting Attention
Situation	A person at the Citizenship Office tries to attract the attention of someone to help him.
Objectives	1. Know that, although there may be a Reception Desk, sometimes no one is there and you have to attract the attention of someone else who works there. 2. Know that some office workers may pretend not to see you and go on with their work. 3. Determine how long is long enough to wait. 4. Attract attention. "Pardon me." 5. Inquire about possibility of someone helping you. "Could someone help me?" 6. State problem or ask questions. "I'd like to find out about applying for citizenship."

COMMUNITY MEMBER

Function	Attracting Attention
Situation	A person tries to attract the attention of someone who has forgotten or dropped something.
Objectives	1. Attract attention. "Oh! Excuse me." ("Yes, you.") 2. State what happened.. "You dropped your pen."

WORKER

Function	Attracting Attention
Situation	A worker attracts supervisor's attention.
Objectives	1. Know that all workers have the right to ask to speak to their supervisor. 2. Attract attention. "Excuse me, Mrs. Turner." 3. State need or request. "May I speak with you for a moment?"

LEARNER

Function	Attracting Attention
Situation	A learner tries to attract the attention of the instructor during class in order to receive clarification.
Objectives	1. Know that the instructor expects learners to ask questions when they do not know or are not sure of something. 2. Attract attention. "Joan, excuse me." 3. State problem or request. "I'm having a problem with this assignment."

FAMILY MEMBER

Function	Attracting Attention
Situation	In a hospital, a person tries to attract the attention of a nurse to request clarification of a sick family member's condition.
Objectives	1. Know that nurses are restricted in the information they have access to and can give out. 2. Attract attention. "Pardon me." 3. State problem or question. "Could you give me some information about Maria Fazio in Room 332?"

SUMMARY OF SITUATIONS

"EXCUSE ME." "PARDON ME.": ATTRACTING ATTENTION

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
Situation	A customer attracts the attention of a waiter in a restaurant to get his bill.	A person at a citizenship office attracts the attention of someone in order to get help.	A person attracts the attention of someone who has forgotten or dropped something.	A worker attracts supervisor's attention in order to speak to him.	A learner attracts the attention of an instructor during class in order to ask for clarification.	In a hospital, a person attracts the attention of a nurse to request clarification of a sick family member's condition.
Cultural Notes (in native language if necessary)	1) Some waiters automatically bring the bill; others wait until you say you want it. 2) Ask for bill politely; do not clap hands or snap fingers. 3) We want to attract only the waiter's attention. Therefore, we usually wait until the waiter passes by the table. 4) Tone and quietness of	1) Some employees will pretend they do not see you or that they are too busy. 2) Go to the clerk or line that is open and wait your turn. If no one responds, then attract attention.	1) It is good manners to let someone know when they have dropped or forgotten something.	1) If you want to speak to your boss, it is your right.	1) The instructor expects you to indicate that you do not understand or know something.	1) Family members often wish to speak to "someone in uniform" at a hospital in order to get more information about a patient.

	Consumer	Citizen	Community Member	Worker	Learner	Family Member
	voice if important. 5) Often eye contact or gestures will suffice.					
Social Register	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
Vocabulary	Terms of address	Terms of address	Terms of address	Terms of address	Terms of address	Terms of address
Body Language	Eyebrow raising, raising of arm and finger, two hands in writing motion, getting up as if to leave.	Raised hand.	Raised hand.	Raised hand.	Raised hand.	Raised hand.

Supplementary material on ATTRACTING ATTENTION:

In Touch - Book 1, units 4 and 6; Book 2, units 5 and 12; Book 3, units 2 and 4.